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ABSTRACT

This manual provides a framework for guidance curriculum development for use by planners involved in creating or improving a guidance program in secondary schools. These materials represent a competency-based approach based on the Georgia Comprehensive Guidance Model and provide a comprehensive structure of the knowledge, skills, and attitudes that students can derive from a developmental guidance program. (A summary of the Model is appended.) Guidance curricula are presented separately for each of grades 7-12. They are organized in this format: content, role, goal, objective as defined in the Model; competency; performance indicators; and suggested performance level. Forms for secondary school guidance progress reports, grades 7-12, are provided. The manual concludes with an overview of grade level competencies for Grades K-12 for each of the eight principal content areas. (YLB)

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SECONDARY SCHOOL GUIDANCE CURRICULUM

Grades 7-12

Georgia State Department of Education
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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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GEORGIA COMPREHENSIVE GUIDANCE PROGRAM

GUIDANCE AND COUNSELING UNIT

STUDENT SUPPORT SERVICES

GEORGIA DEPARTMENT OF EDUCATION
ATLANTA, GEORGIA 30334

Charles McDaniel

State Superintendent of Schools

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INTRODUCTION

The *Secondary School Guidance Curriculum Manual 7-12* provides a framework that can be used for guidance curriculum development. The materials in this Manual will support planners who are involved in creating or improving a guidance program in secondary schools.

The Georgia Comprehensive Guidance Model served as a framework for these materials. A summary of the Model is in the Appendix on page 195. An extended discussion of the Model can be found in the *Program Planning Guide* available through the Guidance Unit of the Georgia State Department of Education. Guidance curriculum committees or program planners can adopt parts of this Manual, modify other parts, or create new elements that are unique to their local needs. Nevertheless, the materials in this Manual represent a competency-based approach that is designed to provide a comprehensive framework of the knowledge, skills, and attitudes that students can derive from a developmental guidance program. The guidance content area goals and competencies presented in this *Secondary School Guidance Curriculum Manual 7-12* can be continued and extended through the elementary school and the middle school curriculum. Activities and assessment procedures can be organized around these materials. Again, contact the Guidance Unit in the Georgia State Department of Education for information about related materials.

SEVENTH GRADE GUIDANCE CURRICULUM

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding Role: Individual Goal: A Obj: 2	Students will distinguish between things helpful and things harmful to physical health.	Students are able to: 1. provide examples of things harmful to physical health. 2. provide examples of things helpful to physical health. 3. compare and contrast those things in their lives that are helpful and those that are harmful to their physical health.	Students are able to: 1. provide five examples of things harmful to physical health (i.e., gluttony, misuse of drugs and alcohol, smoking, dressing inappropriately, not taking safety precautions, not eating the right kinds of foods, etc.). 2. provide five examples of things helpful to physical health (i.e., exercise, good eating habits, enough sleep, dressing appropriately, taking safety precautions, brushing teeth, bathing, etc.). 3. specify three helpful things and two harmful things they have done or are doing; base their comparisons upon those examples and the effects upon their physical health. * demonstrate observable behaviors (i.e., indications of a willingness-not always mastery--to maintain a health body as described in #2.)
Content: I Self Understanding Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will analyze how their characteristics and abilities can be expanded.	Students are able to: 1. compare and contrast past and present characteristics and abilities of self and others at different age levels.	Students are able to: 1. a) review the meanings of characteristics (i.e., distinguishing features in appearance or personality, etc.) and abilities (i.e., things a person is able to do well, etc.) b) compare the past and present characteristics and abilities of themselves at birth, age three, age seven, and present age. At least two characteristics and two abilities should be compared at each age.

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. explain how their characteristics and abilities have been expanded in the past. 3. explain that their characteristics and abilities can be further developed with both time and effort.	2. explain three causes for expansion and change such as time, needs, interests, limitations (physical, financial...), etc. 3. explain how time and effort are both involved in learning, obtaining more information, in practicing, and in interpreting responses from others and self. * demonstrate observable behaviors (i.e., indications of an attempt to further develop their characteristics and abilities within the school setting, etc.).
Content: I Self Understanding Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 2	Students will evaluate the relationship between mass media and self-control.	Students are able to: 1. provide examples of mass media. 2. provide examples and evaluate how self-control could benefit from mass media.	Students are able to: 1. provide four examples of mass media, (i.e., radio, television, newspapers, movies, magazines, books, etc.) 2. include the following points and two examples for each in their evaluation: • mass media can encourage self-control (i.e., television shows such as Mr. Rogers, Fat Albert, Sesame Street, afternoon childrens' specials, etc.; books or articles dealing with taking responsibility; etc.). • mass media can present additional and accurate information (i.e., consumer reports on radio or television, consumer journals, informative and accurate advertising and news reports, etc.).

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. provide examples and evaluate how mass media could possibly hinder self-control.	3. include the following points and two examples for each in their evaluation: • mass media could hinder self-control when the listener, viewer, or reader lacks emotional maturity or stability (i.e., young or impressionable children, persons under too much stress who do not have an emotional release, etc.) • mass media could hinder self-control when the listener, viewer, or reader lacks the necessary information to make a good judgment (i.e., lack of experience in young persons, false or misleading advertising, etc.). * demonstrate observable behaviors (i.e., demonstrate recognition responses, or indicate upon request those types of mass media they are in contact with which encourage or discourage their own self-control, etc.).

SEVENTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
Content: II Interpersonal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will explain how communications skills contribute toward work within a group.	Students are able to: 1. explain the communications skills demanded of the four major roles that develop during group interaction.	Students are able to: 1. a) describe the four major roles that develop during group interaction: leader, listener, gatekeeper, and advocate. b) explain three communications skills needed by each of the following: • leader (i.e., attentiveness, timing, listening for content and to remember, listening for feelings, I-messages, speaking distinctly and with appropriate voice level, appropriate nonverbal responses, etc.). • listener (i.e., attentiveness, timing, listening for feelings, etc.); • gatekeeper (i.e., timing, listening for content and feelings, messages, nonverbal communications, etc.); advocate (i.e., attentiveness, timing, listening for content and feelings, I-messages, effective nonverbal responses, etc.). * References for concept clarification: Raising a Responsible Child or the S.T.E.P. Parents' Handbook, both by D. Dinkmeyer and G. McKay; Parent Effectiveness Training by T. Gordon.
		2. discuss how these skills contribute toward getting tasks accomplished within group interaction.	2. base their discussion upon two skills for each of the four roles and analyze how these skills contribute toward task accomplishment.

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. explain how the lack of communication skills hinders group interaction and task accomplishment.	3. base their explanation upon a lack of one skill for each of the four roles and describe how group interaction would be hindered and tasks might not be accomplished. * demonstrate observable behaviors (i.e., growing ability to communicate effectively within a group setting in order to accomplish the designated task, etc.).
Content: II Inter-personal Relations Role: Individual Goal: B Obj: 2	Students will analyze the importance of effective family relation-ships and the beliefs and skills that contribute toward those relationships.	Students are able to: 1. explain why a person would desire an effective family relationship. 2. analyze the beliefs and skills that make up the process of establishing effective family relations.	Students are able to: 1. explain at least two reasons why someone would desire an effective family relationship (i.e., fulfilling needs, companionship, someone who cares about and loves the real you, someone you can love and care about, etc.). 2. base their analysis upon at least four of the following six beliefs and skills: • the belief that all persons are equal in worth and dignity • showing respect to each family member • listening skills • communications skills • cooperation • skill in handling disagreement or conflict * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicates upon request what beliefs and skills contribute toward an effective family relationship, etc.).

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Interpersonal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 2	Students will evaluate those behaviors that help or hinder group cooperation and effectiveness.	Students are able to: 1. explain how specific behaviors can help group cooperation and effectiveness. 2. explain how specific behaviors can hinder group cooperation and effectiveness.	Students are able to: 1. include in their explanation four of the following five examples: • listening • taking turns • paying attention • participation • encouragement (define encouragement as focusing on assets and strengths to build self-confidence and esteem). 2. include in their explanation four of the following five examples: • interrupting • not paying attention • not getting involved • trying to do all the work themselves • discouragement (define discouragement as focusing on mistakes and weaknesses to erode self-confidence and esteem; discouragement results in negative behavior).

SEVENTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
(continued)	3. indicate groups they belong to and how they help or hinder the groups' cooperation and effectiveness.	3. a) define a group as two or more persons gathered together because of a common interest or purpose. b) indicate three out of the four following examples of groups they belong to: • large groups (e.g., large club, 7th grade class at school, church, etc.) • small group (e.g., small class at school, extracurricular group after school, club or organization, etc.) • peer group (e.g., Boy Scouts, Girl Scouts, clubs, class at school, neighborhood gang, etc.) • mixed group: adults and youth (e.g., church, school system, community organization, the family, etc.). c) select one group from those described in #3b and describe how they have helped and/or hindered that group's cooperation and effectiveness. * demonstrate observable behaviors (i.e., exhibit a growing ability to operate with cooperation and effectiveness in a group setting, etc.).

II

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Interpersonal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: D Obj: 2	Students will evaluate ways peers and adults interact with each other in relation to the goals of behavior.	Students are able to: 1. describe different ways that peers and adults interact. 2. explain the goals of behavior. 3. evaluate ways peers and adults interact in relation to the goals of behavior.	Students are able to: 1. describe three different situations where peers and adults interact. 2. a) explain the goals of misbehavior (i.e., attention, power, revenge, and display of inadequacy). b) explain the goals of positive behavior (i.e., attention/involvement/contribution/ power autonomy/responsibility for own behavior, justice/fairness, withdrawal from conflict/ refusal to fight/acceptance of others' opinions). * References for concept clarification: Raising a Responsible Child or the S.T.E.P. Parents' Handbook, both by D. Dinkmeyer and G. McKay. 3. choose three different situations and evaluate the ways peers and adults interact with each other according to the goals of behavior • what is the goal of behavior. • what is the belief underlying the behavior. • how is the adult involved supporting the belief or trying to change the belief underlying the behavior. * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request the goals of behavior they presently and/or desire to operate from, etc.).

SEVENTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
Content: III Expressing Ideas Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will demonstrate skills necessary to express their opinions and beliefs in written form.	Students are able to: 1. demonstrate skills necessary for satisfactory writing.	Students are able to: 1. *a) demonstrate ability to write legibly. *b) demonstrate use of an effective vocabulary. *c) demonstrate skill in use of grammar and sentence structure. *d) demonstrate skill in spelling. *e) demonstrate skill in punctuation and capitalization.
		2. demonstrate skills necessary for logically expressing their opinions and beliefs in writing.	2. *a) demonstrate skill in using the outline form. *b) demonstrate ability in presenting a logical sequence of thoughts.
		3. demonstrate an understanding of the different methods of expressing their opinions and beliefs in writing.	3. *a) demonstrate an understanding of how to appropriately write a letter. *b) demonstrate an understanding of poetry and prose as means of expressing opinions and beliefs. *c) demonstrate an understanding of how to write papers as a means of expressing opinions and beliefs.
Content: III Expressing Ideas Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will describe some of the emotional blocks to assertive behavior.	Students are able to: 1. describe some emotional blocks to assertive behavior.	Students are able to: 1. describe two emotional blocks to assertive behavior (i.e., fear of failure, fear of rejection, anxiety over being the center of attention, desire to have everyone like them, etc.).
		2. provide examples of situations when emotional blocks could have prevented or did prevent assertive behavior.	2. provide two examples of situations when emotional blocks could have prevented or did prevent assertive behavior.

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. discuss how a person feels when emotional blocks consistently prevent assertive behavior.	3. discuss two ways a person feels when emotional blocks consistently prevent assertive behavior (i.e., anxious, fearful, has little dignity or self-respect, guilt-laden, as if they are at the mercy of the world, etc.). * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request those emotional blocks they have that might prevent assertive behavior when safe and appropriate, etc.).
Content: IV Gathering & Processing Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will evaluate their feelings in a variety of settings.	Students are able to: 1. determine the meaning of setting. 2. provide examples of a variety of settings that they have experienced or are actually experiencing in their lives. 3. evaluate their feelings in a variety of settings.	Students are able to: 1. define the meaning of setting as an aspect of the environment or surroundings. 2. provide four examples of different settings (i.e., home, school, neighborhood, town, church, a job, a national park, etc.). 3. a) review the basic feelings: happiness, sadness, fear, surprise, anger, pride. b) evaluate their feelings in three different actual settings. * demonstrate observable behaviors (i.e., acknowledge through recognition responses or indicate upon request their feelings during experiences in the school environment, etc.).

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will relate their learning at school to their leisure activities.	Students are able to: 1. describe what comprises leisure. 2. identify their own leisure activities. 3. relate school academic and social experiences to their performance of leisure activities.	Students are able to: 1. describe leisure as a time for recreation and relaxation; freedom from work. 2. identify two of their own leisure activities. 3. relate school experiences (both in and out of the classroom) to the leisure activities identified in #2 (i.e., P.E. class/playing basketball; reading/ reading magazines; math/bowling, etc.). * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request how school experiences relate to their leisure activities; etc.).
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 2	Students will analyze the effects information can have on stereotypes.	Students are able to: 1. describe how stereotypes are transferred from one person to another.	Students are able to: 1. describe two ways stereotypes are transferred from one person to another (i.e., parental influence, mass media, sharing ideas and experiences with a friend, etc.).

SEVENTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
(continued)	2. explain how information can effect existing stereotypes.	2. a) include in their explanation one example of how information can confirm their stereotypes (i.e., reading statistical proof, repetitive experience, etc.). b) include in their explanation one example of how information can change or eliminate their stereotypes (i.e., reading contradictory statistics, exposure to accurate job information, repetitive experience opposing their stereotype, etc.).
	3. describe the benefits of transferring information rather than transferring stereotypes.	3. describe two benefits of transferring information (i.e., information can be substantiated, information does not limit choices like stereotypes do, information is more accurate and is based on fact, etc.). * demonstrate observable behaviors (i.e., exhibit a growing attitude of desiring accurate information when confronted with a generalization or stereotype, tends to transfer accurate information about others instead of transferring any inaccurate stereotypes, etc.).

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Individual Goal: A Obj: 2	Students will describe the importance and benefits of understanding their family rights and responsibilities.	Students are able to: 1. discuss the importance of understanding their family rights and responsibilities.	Students are able to: 1. a) discuss how different families place differing emphasis on rights and responsibilities. b) discuss that it is important to understand their family rights and responsibilities so that they will know what is expected of them and what to expect from other family members.
		2. discuss the benefits of understanding their family rights and responsibilities.	2. discuss two benefits of understanding their family rights and responsibilities (i.e., family members have the security of knowing what others expect of them, family members can have empathy for others who are trying to fulfill responsibilities, family members know what to contribute to have a satisfactory family life, family members are able to communicate more effectively to other members when rights are not being met, etc.).
		3. describe how understanding their family rights and responsibilities has affected their lives.	3. describe two ways in which understanding their rights and responsibilities has affected their lives (i.e., by knowing what is expected of them, they have increased their responsibilities and thus increased their rights; more effective communication between family members; more understanding for what other members are trying to do; etc.). * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request the benefits of understanding family rights and responsibilities, etc.).

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Learner Goal: B Obj: 2	Students will analyze the school as a learning environment and describe its effects on them.	Students are able to: 1. describe the services their school provides which contribute toward its being a learning environment. 2. describe the extracurricular activities their school provides which contribute toward its being a learning environment. 3. describe the curriculum their school provides which contributes toward its being a learning environment. 4. describe how their school as a learning environment affects them.	Students are able to: 1. describe three services their school provides (i.e., counseling, advisory system, library, provision for regular and inexpensive lunches, etc.). 2. describe two extracurricular activities their school provides (i.e., sports activities, curriculum-based clubs such as science club, other organizations, social activities such as dances, etc.). 3. describe five major aspects of the curriculum their school provides (i.e., sciences, language arts, math, social sciences, fine arts, physical education, practical or manual arts, etc.). 4. a) describe those services they make use of in their school b) describe any extracurricular activities they participate in at their school c) describe how the curriculum of their school affects them according to the following points: • the importance of a balanced curriculum • those aspects of the curriculum they prefer • how they plan to take advantage of their school's curriculum d) describe how school as a well-rounded learning environment encourages them to learn about themselves and the world around them. * demonstrate observed behaviors (i.e., take advantage of school activities or services that interes them, demonstrate recognition responses or indicat upon request how their school helps them learn, etc.).

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Citizen Goal: C Obj: 2	Students will describe the rights and responsibilities they have as citizens of their towns and state.	Students are able to: 1. identify the rights and responsibilities they have as citizens of their towns. 2. identify the rights and responsibilities they have as citizens of their state. 3. provide examples of how they use their state rights and responsibilities.	Students are able to: 1. a) become familiar with their town charter. b) identify three rights and responsibilities they have (or will have) as a citizen of their town. 2. a) become familiar with their state constitution b) identify three rights and responsibilities they have (or will have) as citizens of their state. 3. provide one example of how they use their rights and carry out their responsibilities as citizens of their state (i.e., make use of their school facilities, abide by state laws, receive adequate health care, etc.). * demonstrate observable behaviors (i.e., demonstrate a beginning interest in citizen activities within their towns, demonstrate recognition responses or indicate upon request how citizen rights and responsibilities affect their lives, etc.).
Content: V Rights & Responsibilities Role: Consumer Goal: D Obj: 2	Students will analyze their families' spending patterns.	Students are able to: 1. describe those expenditures families are responsible for.	Students are able to: 1. a) describe the types of expenditures parents or guardians are actually responsible for (i.e., rent or house payments, utilities, medical bills, clothing, food and household goods, furniture, transportation costs, etc.). b) describe the types of expenditures siblings could be responsible for (if applicable). c) describe the types of expenditures persons their age are responsible for (i.e., clothing, school supplies, entertainment, gifts, etc.). d) recognize that types and amounts of expenditures vary from family to family.

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. discuss the different types of spending patterns that exist.	2. include in their discussion the two following types of spending patterns: • planning or budgeting • seeing something and buying it--no specific planning beforehand.
		3. privately analyze the spending patterns of their family members.	3. include the following in their analysis: • example situations when family members have used the budgeting pattern of spending • example situations when family members have used the see/buy pattern of spending • summary of which spending pattern family members tend to use most often (i.e., parents use budgeting, younger siblings use the see/buy pattern, etc.) • acknowledgement that the more one is responsible for spending money for necessities (i.e., shelter, food, clothing, etc.), the more important it is to plan the use of money.
			* demonstrate observable behavior (i.e., demonstrate recognition responses or indicate upon request which type of spending pattern they use most frequently and why they use that pattern; exhibit a growing appreciation for the responsibility involved in balancing a budget and spending for necessities, etc.).

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Producer Goal: E Obj: 2	Students will describe general rights and responsibilities of producers.	Students are able to: 1. describe the general rights of producers. 2. describe the general responsibilities of producers. 3. explain how these general rights and responsibilities can apply to different producers.	Students are able to: 1. include in their description two examples of their rights as producers and why they feel they are entitled to those rights (i.e., the right of respect for a task done well; the right of reward, either intrinsic and/or extrinsic; the right of cooperation from fellow-workers; etc.). 2. include in their description two examples of their responsibilities as producers and why those responsibilities are necessary (i.e., responsibility for: cooperation with fellow-workers, best effort toward successful task accomplishment, generating interest in the task, understanding how to accomplish the task, etc.). 3. a) identify three producers of different age levels b) use the examples in #1, #2, and #3a in their explanation. * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request general rights and responsibilities or producers of various ages, exhibit a beginning appreciation for the rights and responsibilities that apply to them as producers, etc.).

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will compare and contrast others' values.	Students are able to: 1. provide examples of others' values. 2. compare and contrast others' values. 3. analyze why others may have differing values.	Students are able to: 1. provide two examples of things others seem to value (i.e., money, education, having fun, love, etc.). 2. base their comparisons upon: • whether values seem to be directed inwardly (getting for oneself) or directed outwardly (doing things for others) • if values are action-oriented or object-oriented. 3. include two reasons in their analysis (i.e., parental influence, deprivation or excess while growing up, self-satisfaction, etc.). * demonstrate observable behaviors (i.e., demonstrate respect for others' values, exhibit recognition responses or indicate upon request that others may have values different from their own for a variety of reasons, etc.).
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will describe the importance of examining their values and opinions when making a decision.	Students are able to: 1. describe the effects of values and opinions upon the decision-making process.	Students are able to: 1. a) review the definitions of opinion (inclination or feeling toward something) and value (a very strong feeling about something) b) describe two effects of values and opinions on the decision-making process (i.e., everyone views the world differently and decisions are based on their view of the world, more conviction and confidence exists when a decision is based on a value, they tend to own their decision when it is based on their opinions or values, etc.).

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. describe the effects when one's own values and opinions are not considered in the decision-making process.	2. describe two effects when one's own values and opinions are not considered in the decision-making process (i.e., person deciding tends to have less conviction, confidence, feelings of decision-ownership, satisfaction with the results, etc.).
		3. describe some examples of decisions that rely on consideration of values and opinions.	3. describe three examples of decisions that rely on consideration of values and opinions (i.e., decision to lie/value of honesty; decision to use dope/value of one's own health; decision to kill/value of human life; decision to cut classes/value of an education, etc.). * demonstrate observable behaviors (i.e., exhibits a willingness to examine their decisions in light of their opinions and values, etc.).
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 2	Students will describe decisions they have made that were based on their values and opinions.	Students are able to: 1. specify their values and opinions. 2. explain decisions they have made that were based on those values and opinions. 3. evaluate the difference of decisions based on values as opposed to decisions based on opinions.	Students are able to: 1. identify one opinion and one important value. 2. a) describe a decision that was influenced by the opinion identified in #1 b) describe a decision that was based on the value identified in #1. 3. using the examples from #2, include in their evaluation: • a comparison regarding the convictions behind the decisions • a comparison concerning the attitude of flexibility after making the decisions • a comparison of the anxiety levels concerning the outcomes of their decisions. * demonstrate observable behaviors (i.e., exhibit the ability to make decisions that are usually consistent with their present value system, etc.).

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VII Achievement Motivation Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will describe ways they have seen others use planning, the trial-and-error approach, and goal setting.	Students are able to: 1. review what planning, trial-and-error, and goal-setting mean.	Students are able to: 1. a) describe planning as the process of thinking ahead about how to do something; preparing before doing, outlining how and when a task should be done. b) describe the trial-and-error approach as randomly trying different ways of doing something until the right way is found c) describe goal-setting as determining something they desire and aiming and striving to achieve that goal; goal-setting is a form of planning.
		2. describe situations where they have seen others use the trial-and-error approach, planning, and goal-setting.	2. a) describe a situation where they have seen someone use the trial-and-error approach to getting a job done b) describe a situation where they have seen someone use planning in order to get a job done c) describe a situation where they have known someone who sets goals for themselves to strive toward.
		3. evaluate the results of others using the trial-and-error approach, planning, and goal-setting.	3. a) using the situations described in #2a and b, compare and evaluate the results according to: • efficiency in use of time, materials, energy, money, and/or effort • quality of the product or outcome • completion of the product or outcome b) using the situation described in #2c, compare and evaluate the results according to: • the effects of goal-setting upon that person • the effects of that person's goal-setting on others • what would the results be like if there had been no goal-setting.
			* demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request when they or others use planning, trial-and-error approa and goal setting, etc.).

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VIII Achievement Motivation Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 1	Students will describe methods and effects of evaluating achievement.	Students are able to: 1. differentiate between evaluation of progress and evaluation of achievement.	Students are able to: 1. a) review the definition of evaluation; finding out how well they are doing; judgment; assessment. b) describe evaluation of progress as determining how well they are advancing or improving as they continue to work toward final task completion. c) describe evaluation of achievement as determining how well they have finished their task; evaluation when task-parts have been completed.
		2. describe methods for evaluating achievement.	2. describe three methods for evaluating achievement (i.e., posttest, verbal reaction from others, amount of self-satisfaction and pride, purpose of task is accomplished, etc.).
		3. discuss the effects of evaluating their achievement.	3. discuss two effects of evaluating their achievement (i.e., helps to indicate weak areas in the process of analyzing and accomplishing, allows them to know if they are adept in that area, allows them to know whether or not the task should be done again, etc.).

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will explore the problem-solving process and how listening and talking help to solve problems.	Students are able to: 1. describe a basic problem-solving format. 2. explain how reflective listening, I-messages, and nonverbal communication help to solve problems.	Students are able to: 1. describe the following problem-solving format in their own words: • pinpoint the problem • brainstorm for solutions • evaluate the ideas and choose a course of action • make a commitment • act upon the chosen solution • re-evaluate the solution. 2. a) explain the meaning of reflective listening (i.e., listening to understand the speaker's feelings; repetition of the basic content or feeling of the message received); explain how reflective listening helps in solving problems. b) explain the meaning of I-messages (i.e., expressing their feelings in response to another's actions or messages); explain how I-messages help in solving problems. c) review the meaning of nonverbal communication (i.e., body language and/or silence means sending messages without speaking); explain how nonverbal communication helps in solving problems. *Reference for concept clarification: Reference for reflective listening: Helping and Human Relations: A Primer Primer for Lay and Professional Helpers by R. R. Carkhuff. Reference for I-messages: Parent Effectiveness Training by T. Gordon

SEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. evaluate how people help each other through listening and talking to solve problems.	3. base their evaluation on three examples of helping each other through reflective listening, I-messages, nonverbal communications, or establish through a problem-solving format. * demonstrate observable behaviors (i.e., demonstrate a willingness and growing ability to use the problem-solving process; exhibit beginning attempts to use reflective listening, I-messages, and nonverbal communication during school problem situations; etc.).
Content: VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will predict ways in which some present careers may be different in the future.	Students are able to: 1. provide examples of some present careers. 2. predict how the expectations of those careers may be different in the future. 3. predict how the work environment for those careers may be different in the future.	Students are able to: 1. provide two examples of present careers. 2. using the examples in #1, include in their predictions: • how expectations concerning preparation may change • how expectations on the job may change • how stereotypes (if any) connected with those careers may change. 3. using the examples from #1, include in their predictions: • how work facilities may change • how tools necessary for those careers may change • how worker relationships may change. * demonstrate observable behavior (i.e., demonstrate a growing ability to imaginatively project present work roles into the future, etc.).

EIGHTH GRADE GUIDANCE CURRICULUM

EIGHTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding Role: Individual Goal: A Obj: 2	Students will distinguish between things helpful and things harmful to mental health.	Students are able to: 1. provide examples of things harmful to mental health. 2. provide examples of things helpful to mental health. 3. compare and contrast those things in their lives that are helpful and those that are harmful to their mental health.	Students are able to: 1. a) review the definition of mental health (i.e., the way one feels and acts,...) b) provide five examples of things harmful to mental health (i.e., misuse of drugs and alcohol, situations involving great stress or anger, habitual worry, grudges, etc.). 2. provide five examples of things helpful to mental health (i.e., ability to relax, liking oneself, doing things for others, knowing ahead of time the kinds of responses to make during stressful situations, smiling, etc.). 3. specify three helpful and two harmful things they do or have done; base their comparisons upon those examples and the effects upon their mental health. * demonstrate observable behaviors (i.e., indications of a willingness-not always mastery--to maintain a healthy emotional self as described above).

EIGHTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will analyze how personal characteristics, abilities, and interests relate to job fields.	Students are able to: 1. explain why people may choose certain job fields for physical reasons. 2. explain why people may choose certain job fields because of interests and abilities. 3. explain how interests and abilities may relate to several different jobs.	Students are able to: 1. identify two examples of physical reasons why a person may choose one job over another (i.e., a short person might choose to be a jockey rather than a basketball player; a person who cannot speak will not be a singer, etc.). 2. a) identify three interests and abilities b) describe work activities that would correlate with those interests and abilities (i.e., service-oriented jobs or product-oriented jobs). * Reference for concept clarification: The U.S.O.E. Classification Chart. 3. a) describe two interests and two abilities b) relate these interests and abilities to two different work activities c) describe two reasons why someone might choose one job over another (i.e., interests might change, difference in salaries, one job may include an undesirable factor over another, etc.). * demonstrate observable behaviors (i.e., indication that they are beginning to explore job ideas that relate to their own interests and abilities, etc.).

EIGHTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 2	Students will analyze how the determination of problem ownership helps them to better manage themselves and their environment.	Students are able to: 1. describe what problem ownership means. 2. provide examples of when they own their own problems. 3. provide examples of the results of owning others' problems.	Students are able to: 1. define problem ownership as deciding who the problem really belongs to. 2. provide two examples of when they own their own problems (i.e., not being prepared for class, not following family guidelines, not acting friendly toward others, etc.). 3. provide three examples of results of owning others' problems, when their behavior is not really a problem to you (i.e., it encourages dependency so others will not manage themselves, it encourages worry about what others are or are not doing, it is an ineffective involvement of time and energy, etc.). * demonstrate observable behaviors (i.e., indications of a beginning ability to own their own problems and to distinguish between what should be their problem and someone else's, etc.).
Content: II Interpersonal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will analyze effective public speaking methods and skills.	Students are able to: 1. provide examples of those situations which demand skills in public speaking.	Students are able to: 1. a) recognize that positions of responsibility call for speeches to be made. b) provide five examples of situations which demand skills in public speaking (i.e., persuasive speeches; informative speeches; speeches involving parliamentary procedure; speech of introduction, presentation, acceptance, welcome, response to a welcome, or farewell).

EIGHTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. describe the major steps involved in public speaking.	2. name the five following steps involved in public speaking: • creating or discovering ideas • selecting and organizing material • using language • using memory • delivery
		3. analyze the methods and skills which support the major steps of public speaking.	3. include in their analysis two examples of each of the following five methods and skills: • creation or discovery of good ideas for public speeches • selection and organization of material • effective use of language (vocabulary, visual and nonverbal) • effective use of memory • successful delivery of speeches (i.e., how to deal with fear or "stage fright," use best speaking voice, use effective and appropriate nonverbal communication.) * Reference for concept clarification: First Principles of Public Speaking by L. Reid.
			* demonstrate observable behaviors (i.e., demonstrat a growing ability to use effective public speaking methods and skills in the school setting, etc.).

EIGHTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Interpersonal Relations Role: Individual Goal: B Obj: 2	Students will describe a family meeting and explain how it can be helpful in establishing effective family relations.	Students are able to: 1. describe the family meeting. 2. explain how family meetings could be helpful in establishing effective family relations.	Students are able to: 1. describe four aspects of a family meeting (i.e., regularly scheduled meeting; all family members attend; purpose is to plan family chores and fun times, to express complaints and positive feelings, to resolve problems, and to make family decisions, etc.). 2. provide three reasons how family meetings could be helpful (i.e., encourages listening and communications skills, feelings of self-worth, cooperation and more effective family management, more effective relationships, etc.). * Reference for concept clarification: the S.T.E.P. Parent's Handbook by D. Dinkmeyer. * demonstrate observable behavior (i.e., demonstrate a growing ability to successfully role-play a family meeting, ability to contribute and use same beliefs and skills during small group classroom meetings, etc.).
Content: II Interpersonal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 2	Students will evaluate the importance of friendships with peers and adults.	Students are able to: 1. compare the benefits that could result from friendships with peers and adults.	Students are able to: 1. a) describe three benefits that occur from friendships with peers. b) describe three benefits that occur from friendships with adults. c) compare the benefits of the two different types of friendships (i.e., similarities: companionship, help in time of need, encouragement of growth and development, etc.; differences: amount of similar interests and needs, help and encouragement of development come in different degrees, etc.).

EIGHTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. compare the contributions that they could make in friendships with peers and adults.	2. a) describe two contributions they could make in a friendship with a peer. b) describe two contributions they could make in a friendship with an adult. c) compare the similarities and differences in their contributions (e.g., similarities: caring, companionship, interest, helping, trusting, showing loyalty, etc.; differences: ability to fulfill needs or to help, ability to encourage growth or development, etc.).
		3. evaluate the importance of having friendships with all age groups.	3. base their evaluation upon those gains they receive from others and those gains they receive from being able to give of themselves. * demonstrate observable behaviors (i.e., shows a growing ability to make and maintain friendships with persons of all ages, etc.).
Content: II Interpersonal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: D Obj: 2	Students will describe situations where their behaviors affect others' behavior towards them.	Students are able to: 1. provide examples of how their behaviors affect others' emotions, decisions, and conduct.	Students are able to: 1. a) provide an example of how their behavior affects another person's feelings. b) provide an example of how their behavior affects another person's decisions. c) provide an example of how their behavior affects another person's behavior.
		2. explain the interrelationship between action and response.	2. a) define action as the process of acting, doing, or working; conduct. b) define response as reply; reaction; responding to the words or acts of another. c) include in their explanation support for the principle that the effectiveness of an action is determined by the type of response they receive from others.

EIGHTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. analyze the various types of responses.	3. include in their analysis two examples of verbal responses and two examples of nonverbal responses. * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request how and why their behavior affects others' behavior toward them, demonstrates a growing understanding of why others may frequently respond in a predictable manner to some of their actions, etc.).
Content: III Expressing Ideas Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will examine their own methods of expressing opinions and beliefs.	Students are able to: 1. describe their verbal methods of expressing opinions and beliefs. 2. describe their nonverbal methods of expressing opinions and beliefs.	Students are able to: 1. include the following in their description: • two examples of how they express their opinions and beliefs • indicate if their statements are closed-ended (leaving no room for discussion from others) or open-ended (allowing others to express themselves) • whether or not they are able to effectively express their feelings and ideas to others (i.e., as indicated by others' reactions and their own self-satisfaction). 2. include the following in their description: • two examples of how they express their opinions and beliefs nonverbally • whether or not they are able to appropriately and effectively convey their opinions or beliefs to others (i.e., as indicated by others' reactions and their own self-satisfaction).

EIGHTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. describe their written methods of expressing opinions and beliefs.	3. include the following in their description • two examples of how they express their opinions or beliefs in writing • whether or not they can demonstrate satisfacotory writing skills (i.e., legibility, vocabulary, grammar, sentence structure, spelling, punctuation, capitalization, etc.). • whether or not they can present a logical sequence of thoughts • whether or not they can appropriately use written forms of expression (i.e., letters, poetry or prose, term papers, etc.). * demonstrate observable behaviors (i.e., evaluate their verbal, nonverbal, and written methods of expression and demonstrate a willingness to strengthen those areas they are weak in, etc.).
Content: III Expressing Ideas Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will describe non-assertive and aggressive behaviors and the problems produced by these behaviors.	Students are able to: 1. describe non-assertive behaviors. 2. describe aggressive behavior.	Students are able to: 1. a) define non-assertive behavior as behavior that indicates a bottling up of emotions ranging from warmth to anger because of high levels of anxiety, guilt, or deficiencies in social skills; non-assertiveness does not result in self-respect b) provide one example of non-assertive behavior. 2. a) define aggressive behavior as behavior aimed at getting needs met or expressing desires, feelings or beliefs at the expense of someone else's safety, dignity or self-respect. b) provide one example of aggressive behavior.

EIGHTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
(continued)	3. describe problems produced by non-assertive and aggressive behaviors.	3. a) describe one problem caused by non-assertive behavior that could arise for themselves (i.e., loss of self-respect and dignity; reinforcement of fear, guilt, or anxiety; loss of a special object, time or a relationship; unfulfilled desires, etc.). b) describe one problem caused by non-assertive behavior that could arise for others involved in the situation (i.e., loss of respect for the non-assertive person, feelings that the non-assertive person does not care about risking anything or a relationship, etc.). c) describe one problem caused by aggressive behavior that could arise for themselves (i.e., loss of self-respect, loss of friendships, anxiety, reinforcement of fears, etc.). d) describe one problem caused by aggressive behavior that could arise for others involved in the situation (i.e., physical pain, loss of trust in aggressive person, loss of respect for aggressive person, etc.). * demonstrate observable behaviors (i.e., demonstrate fewer occasions of aggressive or non-assertive behaviors; recognition responses of the problems caused by aggressive or non-assertive behaviors, etc.).

EIGHTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will predict their feelings in a variety of potential settings.	Students are able to: 1. provide examples of a variety of settings that might take place in the future. 2. predict their feelings in a variety of possible future settings.	Students are able to: 1. provide four examples of possible future settings (i.e., job setting, a leisure setting, the hospital, a nursing home, a courtroom, etc.). 2. a) review the basic feelings: happiness, sadness, fear, surprise, anger, pride. b) predict their feelings in the four example settings described in #1. * demonstrate observable behaviors (i.e., project themselves into different possible settings or experiences and indicate what their feelings might be, etc.).
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will relate their learning at school to their activities in the community as citizens and consumers.	Students are able to: 1. describe what it means to be a citizen and a consumer. 2. identify some of their activities in the community.	Students are able to: 1. a) define a citizen as someone who gives loyalty to a town, state, or country and is under protection of its laws. b) define a consumer as someone who uses or buys things. 2. a) identify one of their activities as a citizen in their community (i.e., community organization religious organizations, etc.). b) identify two of their consumer activities (i.e., where they buy things, what things they buy, etc.).

EIGHTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. relate school academic and social experiences to their activities in the community as citizens and consumers.	3. relate school experiences (both in and out of the classroom) to their activities as citizens and consumers that were identified in #2 (i.e., classroom studies of citizenship/practice of citizen rights and responsibilities; extra-curricular activities/learning to get along with others; math/making change; reading/ reading labels or instructions; communication skills/communicating with salespersons, etc.). * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request how school experiences relate to their community and consumer activities, etc.).
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 2	Students will describe occupations that have stereotypes existing for them and will analyze how those stereotypes are reinforced.	Students are able to: 1. provide examples of occupations that have stereotypes existing for them. 2. analyze how those stereotypes are reinforced within the occupation field itself. 3. analyze how those stereotypes are reinforced outside of the occupation field.	Students are able to: 1. provide two examples of occupations that have stereotypes existing for them. 2. using the examples in #1, include in the analysis: • how the stereotypes are reinforced through job demands • how the stereotypes are reinforced through the employers • how the stereotypes are reinforced through the employees 3. using the examples from #1, include in the analysis: • how the stereotypes are reinforced directly or indirectly by the public • how the stereotypes are reinforced through mass media. * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request those occupations which appear to have related stereotypes, etc.).

EIGHTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Individual Goal: A Obj: 2	Students will compare and contrast the responsibilities of all family members.	Students are able to: 1. review the responsibilities of all family members. 2. discuss the differences between family members' responsibilities.	Students are able to: 1. a) review the meaning of family: immediate family is comprised of those persons they live with (i.e., parent, guardian, siblings, grandparent, cousin, etc.); extended family is comprised of those relatives that are not directly a part of their immediate family. b) describe four of their family responsibilities (i.e., demonstrating respect toward parents; contributing toward a satisfactory family life by doing such chores as making beds, taking out trash, mowing the lawn, feeding pets, baby sitting..., treat all family members as equal in worth and dignity, etc.). 2. discuss the following difference between family members' responsibilities: • parents have a greater number and more complicated family responsibilities due to their increased physical, mental, emotional maturity • parents' responsibilities for their family are specified by law • parents are responsible for the existence of the family and maintaining a satisfactory life while children's responsibilities deal more with helping family life and routine to run smoothly.

EIGHTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. discuss the similarities between family members' responsibilities.	3. discuss the following similarities between family members' responsibilities: • both parents and children have the responsibility to treat family members with respect • both parents and children have the responsibility to treat family members as equal in worth and dignity • both parents and children have the responsibility of contributing to creating and maintaining a satisfactory family life (i.e., through providing for necessities, doing chores, cooperating with each other, etc.). * demonstrate observable behaviors (i.e., demonstrate interest in learning more about the family, demonstrates recognition responses or indicates upon request that all families are different and that all family members have certain responsibilities, etc.).
Content: V Rights & Responsibilities Role: Learner Goal: B Obj: 2	Students will describe their personal learning and study skills as a means of meeting learner responsibilities.	Students are able to: 1. describe the basic study skills. 2. identify their present personal learning skills and study skills.	Students are able to: 1. a) describe a skill as something a person has learned to do often and well b) describe the five basic study skills: reading and reading comprehension, writing, listening, attentiveness, and the ability to question. 2. identify five of their present personal learning and study skills (i.e., reading and comprehension; writing; listening; attentiveness; the ability to question; integration of initial exposure, experience, or modeling through repetition; etc.).

EIGHTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. explain the importance of their learning skills and study skills and their study system as a means of meeting learner responsibilities.	3. include two reasons why their skills and study system are important (i.e., learning is greater and more permanent when there is a consistent use of study skills, questioning allows for a more complete learning experience, attentiveness is essential as a learner responsibility, etc.). * demonstrate observable behaviors (i.e., exhibit a growing development of effective learning and study skills, show a growing desire to meet their learner responsibilities, etc.).
Content: V Rights & Responsibilities Role: Citizen Goal: C Obj: 2	Students will describe the rights and responsibilities they have as U.S. citizens.	Students are able to: 1. review how one becomes a U.S. citizen. 2. identify the rights and responsibilities they have as U.S. citizens. 3. provide examples of how they use their rights and responsibilities as U.S. citizens.	Students are able to: 1. review the three ways in which someone becomes a U.S. citizen: being born in the United States; being born to parent(s) who are U.S. citizens; studying, passing a test, and taking an oath of citizenship. 2. a) become familiar with the United States constitution b) identify eight rights and responsibilities they have (or will have) as citizens of the United States. 3. provide two examples of how they use their rights and carry out their responsibilities (i.e., right to protection under the law/responsibility to obey the laws; right to a free public education/responsibility to attend school; etc.). * demonstrate observable behaviors (i.e., demonstrate a growing interest in how the national government and citizen activities affect their lives, exhibit a willingness to obey the law, etc.).

EIGHTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Consumer Goal: D Obj: 2	Students will determine those abilities which comprise an effective consumer.	Students are able to: 1. review the meaning of consumer. 2. discuss what it means to be an effective consumer. 3. describe those abilities which comprise an effective consumer.	Students are able to: 1. define consumer as a person who buys or uses things. 2. discuss four characteristics of an effective consumer (i.e., purchases quality merchandise or services, gets the most for the money, buys appropriately for the need or desire, is aware of the market and what is available, is independent and not susceptible to gimmicks, etc.). 3. identify and describe each of the following abilities: • ability to understand money and to make change • ability to determine the appropriate place of purchase • ability to recognize the quality of products or services • ability to compare and contrast • ability to determine need or priority • ability to recognize the influence of advertising. * demonstrate observable behaviors (i.e., exhibit a willingness to use consumer skills more effectively, demonstrate recognition responses or indicate upon request how they try to be an effective consumer, etc.).

EIGHTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Producer Goal: E Obj: 2	Students will analyze how producers may have to cooperate with each other to accomplish a large or difficult task.	Students are able to: 1. analyze a specific large or difficult task and break it down into smaller task-parts necessary to accomplish the task-whole. 2. recognize that different producers may be responsible for the task-parts and yet another producer is responsible for the task-whole. 3. analyze the role that cooperation plays in the accomplishment of a large or difficult task.	Students are able to: 1. a) choose one large or difficult task (i.e., a class presentation, a large art project, a P.T.A. program, etc.) b) break down the large task into smaller task-parts (i.e., a P.T.A. program: readers, singers, dancers, planners, etc.) c) evaluate the contribution of each task-part in relationship to the task-whole (i.e., dependency of one part on another, enrichment of the whole by each part, etc.). 2. give one example situation in the work world where different producers are responsible for task-parts while another producer is responsible for the task-whole (i.e., car manufacturer/ assembly line workers; U.S. Secretary of Defense/ military chain of command; restaurant owner/waiters cooks, etc.). 3. include in their analysis: a) a definition of cooperation: working together toward a common goal b) an example of what happens when there is no cooperation among producers in accomplishing a large or difficult task c) an example of what happens when producers cooperate in accomplishing a large or difficult task. * demonstrate observable behaviors (i.e., cooperate with each other to accomplish a larger or difficult task, exhibit a growing appreciation for the complicated involvement producers go through to accomplish a task-whole, etc.).

EIGHTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will analyze the effect of people having different beliefs and values.	Students are able to: 1. discuss the benefits of people having different beliefs and values. 2. discuss the problems that can be associated with people having different beliefs and values. 3. explain how the diversity of others' beliefs and values affect them personally.	Students are able to: 1. discuss two benefits of people having different beliefs and values (i.e., greater diversification, more choices available, more interesting, etc.). 2. discuss two problems that can be associated with people having different beliefs and values (i.e., more difficulty in communication, more difficult choices, more conflicts, etc.). 3. include in their explanation how the diversity of others' beliefs and values has affected their: • feelings • ability to communicate • choice of associates. * demonstrate observable behaviors (i.e., interact acceptably with those persons having different values and beliefs, begin to search out how they believe about different subjects instead of being continually swayed by others, demonstrate recognition responses or indicate upon request how persons with differing beliefs have affected their lives, etc.).

EIGHTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will analyze the importance of the concepts of generating alternatives and assessing the consequences and risks of each before making a decision.	Students are able to: 1. analyze what might happen if a decision needed to be made and alternatives were not generated and the consequences not assessed beforehand. 2. evaluate the benefits of generating alternatives and assessing the consequences of each before making a decision.	Students are able to: 1. include in their analysis: • an example of a decision to be made • a description of what might happen if they acted on the first alternative rather than generating several alternatives • a description of what might happen if consequences of the alternatives were not assessed beforehand. 2. include in their evaluation such examples as: • encourages a closer look at all aspects of the decision • allows for the best possible choice to be made • allows for a broader view of the consequences • allows for better assessment of the risk involved • allows for a broader view of exactly who the alternatives would affect.

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EIGHTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. describe the benefits of distinguishing between alternatives that involve varying degrees of risks.	3. a) review the meaning of risk: taking a chance that things will not work out like they want them to; exposing to harm or loss b) discuss those factors that tend to influence a person's perception of the degree of risk: • the greater the number of alternatives then the more complete range of the view of risk involvement • the amount of risk connected to an alternative is dependent on who perceives that alternative (what is risky to one person may not be to another) • examples of factors that influence a person's perception of the degree of risk include past experiences, related experiences of self or others, increase in learning experiences, maturity and growth, etc. c) describe two benefits of assessing the risk involved for each alternative before making a decision (i.e., person deciding is more confident, more accepting of the actual risk involved, prepared to undertake only the amount of risk that can be handled, etc.). * demonstrate observable behaviors (i.e., exhibits a beginning willingness to consider risks and increase alternatives when making a decision, etc.).

EIGHTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 2	Students will consider the consequences and risks involved for various alternatives to a specific decision.	Students are able to: 1. generate alternatives for a specific decision. 2. determine the consequences and assess the risks involved for each alternative. 3. contrast the varying degrees of risk associated with the alternatives.	Students are able to: 1. *a) specify a decision to be made *b) gather information concerning the decision *c) generate two or more alternatives for that decision. 2. a) determine a possible consequence for each alternative generated in #1 b) explain that risk means taking a chance that things will not work out like they want them to; exposing to harm or loss *c) assess the risk involved with each alternative from #1. 3. *a) contrast the varying degrees of risk associated with each alternative from #1 *b) rank the alternatives from #1 according to the degree of risk (greatest amount of risk first...least amount of risk last).

EIGHTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
Content: VII Achievement Motivation Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will examine the process and sequence of task accomplishment.	Students are able to:
	Students are able to: 1. examine the analysis and planning aspects of task accomplishment.	1. a) describe the steps involved in task analysis: • determination of task purpose • breaking the total task into smaller task-parts • determining if the task-parts have to be done individually and/or need the support of others • decide the order in which the task-parts should be accomplished. b) describe the planning aspects involved in task analysis: • planning what materials may be needed • planning when the task-parts will be accomplished • planning who will help them in task accomplishment (if help is needed) • planning where task accomplishment will take place • planning suitable means of evaluating task progress.
	2. examine the "doing" portion of task accomplishment.	2. discuss how each of the following are important to the "doing" portion of task accomplishment: • adequate preparation • attitude of the person doing the task • regular and appropriate evaluation of progress • ability to change and make any necessary corrections.

EIGHTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
(continued)	3. examine the aspects of evaluating the achievement of a task.	3. examine the following methods of evaluating total task achievement: • determination if the task purpose has been achieved • extrinsic evaluation (i.e., verbal, nonverbal, and written reactions from others) • intrinsic evaluation (inner satisfaction and pride).
	4. summarize the basic steps of task accomplishment and discuss the importance of the sequence of those steps.	4. a) summarize the nine basic steps of task accomplishment: • determination of task purpose • break task into smaller task-parts • determining who needs to accomplish the task-parts • deciding the order of the task-parts • planning (who, when, where, what) • carry out task-parts • evaluate progress • making necessary corrections • evaluate task achievement. b) include in their discussion two reasons why it is important to keep the steps of task accomplishment in proper sequence (i.e., efficient use of their time, availability of more complete information about the task and their performance, allows for their best effort in task accomplishment, etc.).
		* demonstrate observable behaviors (i.e., demonstrate a willingness to learn about and to begin to apply the process of task accomplishment in their lives, demonstrate recognition responses or indicate upon request how they have used the process of task accomplishment in the past, etc.).

EIGHTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
Content: VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will evaluate their limitations in helping others and themselves.	Students are able to:
	1. provide examples of times when they can help themselves and others.	1. a) provide one example of a time when they helped themselves (i.e., cleaned and bandaged a cut, found information explaining how to do a math problem, etc.) b) provide one example of a time when they helped others (i.e., helped a lost student, showed a friend how to do the homework assignment, carried groceries in for parent, etc.).
	2. provide examples of times when they cannot help themselves and others.	2. a) provide two examples when they cannot help themselves (i.e., when emotionally out of control, when physically out of control, when all alternatives or information has been exhausted, etc.). b) provide two examples when they cannot help others (i.e., when the problem or reaction to the problem is beyond their knowledge or capabilities: teaching a complicated school subject they have never had, dealing with drug or alcohol abuse problems, dealing with a major medical problem, etc.).
	3. discuss their limitations in helping others and themselves and why it is important to know those limitations.	3. a) discuss two limitations they may have in helping others and themselves (i.e., lack of necessary knowledge, lack of necessary physical strength, lack of necessary emotional maturity, lack of adequate perspective, etc.). b) discuss that it is important to know their limitations in helping because inadequate or adverse help could be dangerous to their (or others') physical and/or mental health.
		* demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request how they are limited in helping others and themselves and why they should not try to go beyond their limitations, etc.).

EIGHTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
Content: VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will predict how they may have to change to fit into a career in the future.	Students will be able to:
	Students will be able to: 1. identify possible future careers they would enjoy having.	1. identify two possible careers they would enjoy.
	2. predict their expectations and what might be expected from them concerning these careers.	2. using the examples in #1, include in their predictions: • how they would have to prepare for those careers • what stereotypes (if any) they may have to contend with in these careers • what activities they would be expected to perform in those careers • what satisfactions or rewards they would expect from those careers (i.e., salary, medical benefits, sense of contributions, etc.).
	3. predict the work environments they would need to understand and use with these careers.	3. using the examples from #1, include in their predictions: • what equipment they will need to understand and use in those careers • what type of environment they might work in with those careers • what types of worker relationships they may experience in those careers.
		* demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request how they may have to change to fit into a career in the future, exhibit a growing attitude that accepts change in their lives, etc.).

NINTH GRADE GUIDANCE CURRICULUM

NINTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding Role: Individual Goal: A Obj: 2	Students will indicate the effects their leisure time activities have on their physical and mental health.	Students are able to: 1. describe their present leisure time activities. 2. specify the effects their present leisure time activities have on their physical and mental health. 3. predict how their leisure time activities might change in the future as their physical health and mental health change.	Students are able to: 1. a) define leisure activities: those things they like to do that are not associated with work. b) describe two of their leisure activities. 2. a) specify two effects their leisure activities have on physical health (i.e., good exercise, good for coordination, creates an appetite, etc.). b) specify two effects their leisure activities have on mental health (i.e., relaxation, self-satisfaction, helps others, etc.). 3. predict two changes that may take place in their physical health and one change in their mental health as they get older; relate these to changes in their leisure activities. * demonstrate observable behaviors (i.e., indications of an increasing willingness to participate in leisure activities at home, school, or community which support satisfactory physical and mental health, etc.).

NINTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will define their unique values, interests, and capabilities.	Students are able to:
	Students are able to:	
	1. provide examples of their unique values, interests, and capabilities.	1. a) define unique as individually different, one of a kind b) review the meanings of: value--something that is very important to a person interest--a feeling of wanting to know, see, do, own, or share in capability--a talent, the power to do something well c) provide one example each of their unique values, interests, and capabilities.
	2. analyze the factors that caused their values, interests, and capabilities to be unique--a combination that is theirs alone.	2. include in their analysis examples of such factors as: • heredity • the influence of their environment • the encouragement and influence of others • availability of time to invest in their interests and capabilities • degree of self-satisfaction
	3. assess why these unique values, interests, and capabilities are important to them.	3. include in their assessment examples of such reasons as: • the effect of their unique values, interests, and capabilities upon others (i.e., creates happiness and cooperation, encourages others, etc.). • the effect of their unique values, interests, and capabilities upon themselves (i.e., positive feelings of pride, creativity, satisfaction, usefulness, etc.). * demonstrate observable behaviors (i.e., indications that they are beginning to look on their uniqueness as an asset rather than a liability, etc.).

NINTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 2	Students will evaluate how responsibility helps them manage their lives.	Students are able to: 1. describe what it means to manage one's life. 2. explain the effect their responsibilities have on the management of their lives. 3. evaluate how responsibility helps the management of their lives.	Students are able to: 1. a) describe what constitutes managing one's life: directing or guiding one's own life; making all sorts of decisions affecting aspects of one's life. b) provide three examples (one each) of how they manage their own lives intellectually, emotionally, and physically. c) describe two major aspects that influence how they decide to manage their lives (i.e., parental influence, peer pressure, uncontrollable circumstances such as illness or unemployment, etc.). 2. a) choose two of their responsibilities. b) explain how those responsibilities affect management of their lives. 3. evaluate the benefits of responsibility upon life management (i.e., encourages feelings of self-worth, some responsibilities encourage physical health, encourages growth in different areas, etc.). * demonstrate observable behaviors (i.e., accept and attempt to carry out the responsibilities they have concerning their school life, increasing ability to successfully manage themselves at school, etc.).

NINTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will communicate appreciation when others successfully complete a difficult task.	Students are able to: 1. provide examples of ways of showing respect and appreciation. 2. explain their criteria for determining if a task has been successfully completed. 3. recognize reasons why appreciation is sometimes not shown for successful task-completion. 4. provide examples of ways that show appreciation when others successfully complete a difficult task, whether that task is appealing or difficult to them or not.	Students are able to: 1. provide two examples of ways of showing respect and appreciation (i.e., smiling, saying thank you, compliments, gifts, etc.). 2. include two examples in their explanation of their criteria for successful task accomplishment (i.e., quality work, purpose is accomplished, tries their best, etc.). 3. describe three reasons why appreciation is sometimes not shown (i.e., person or task is viewed as low social status, task is unappealing, purpose is seen as insignificant, desire to feel superior to that person, etc.). 4. a) provide one example of a way they show appreciation to a younger child who successfully completed a task they could easily do. b) provide two examples of ways they show appreciation to peers or older persons. c) provide one example of a way they show appreciation to someone for successfully completing a task that is unappealing to them. * demonstrate observable behaviors (i.e., demonstrate a growing ability in the school setting to show appreciation to others when those persons have completed a difficult task, etc.).

NINTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations Role: Individual Goal: B Obj: 2	Students will describe how the concept of family constellations might apply to them.	Students are able to: 1. describe the concept of family constellations. 2. describe their own positions; how they relate to others in the family and whether or not their experiences are consistent with the family constellations theory.	Students are able to: 1. a) describe three of the basic assumptions and generalizations underlying the concept of family constellation. b) describe two possible personality and character traits for each of the following: • the only child • the first child • the second child • the youngest child • the middle child c) describe a possible situation when the second or middle child might take on the "characteristics" of a first child. 2. a) describe their position in their own family. b) describe how they see themselves relating to other members of their family c) compare their experiences to the description of their position in the family constellation approach; explain how they are similar or different; indicate reasons why they feel they are similar or different.

NINTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. discuss how understanding the concept of family constellations may help in getting along with other family members.	3. a) discuss one way that understanding the concept of family constellations may help them to get along with their parents or other adults in the immediate family (i.e., it helps to understand how their parents grew up the way they did as only, first, second, or ... children in their families, it helps to know that they have been really seeking security and a feeling of belonging from their parents, etc.). b) discuss one way that understanding the concept of family constellation may help them to get along with their siblings (if any) in the immediate family (i.e., helps them to understand why siblings act the way they do, helps them to understand why they act the way they do, helps them to know the importance of communicating acceptance and appreciation, etc.). * Reference for concept clarification: Techniques for Behavior Change by A. Nickely and "The Characteristics of the Family Constellation" by Mrs. F. Pepper. * demonstrate observable behaviors (i.e., ability to show recognition responses or indicate upon request how the family constellations concept does or does not apply to them, etc.).

NINTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: 3 Obj: 2	Students will evaluate the importance and effects of group friendships.	Students are able to:
	1. describe what group friendship means.	1. a) define group friendship as a group of people who primarily interact as friends within the limits of that group. b) describe two examples of group friendships (i.e., clubs with strong ties such as sports teams, band, neighborhood gangs, ...; cliques at school or in the community; etc.).
	2. explain why group friendships can be important.	2. include two reasons in their explanation (i.e., encourages feelings of belongings, exposes members to others' diversity, encourages a closer bond of friendship, etc.).
	3. discuss some effects of group friendships.	3. include in their discussion four effects (some positive and some negative) of group friendships: • excludes people • rejects people who do not conform • sometimes controls individuals' likes, dislikes and values at the expense of creativity or individualism • encourages the groups' acceptable behavior (may be either acceptable or unacceptable according to society) • encourages feelings of acceptance and close friendships • sometimes exposes persons to a diversity among group members.
		* demonstrate observable behaviors (i.e., encourage open group friendships rather than exclusive or closed group friendships, etc.).

NINTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: D Obj: 2	Students will describe ways they can act to provoke a desired behavior in another person.	Students are able to: 1. review how their behaviors affect others' emotions, decisions, and conduct. 2. describe ways they have tried to elicit a particular response from another person. 3. explain some of the positive and negative aspects of provoking a desired behavior in another person.	Students are able to: 1. a) describe an example of how their behavior affects another person's feelings. b) describe an example of how their behavior affects another person's decisions. c) describe an example of how their behavior affects another person's behavior. 2. describe two situations where they have tried to elicit a particular response from another person (i.e., manners to get others to respond favorably, crying so parents would feel sorry for them, talk a friend into seeing a counselor to solve a problem, being silent to provoke a verbal response, etc.). 3. include the following in their explanation • sometimes provoking a response can be used to help others do something that is difficult for them but would really benefit them. • sometimes provoking a response can be used to manipulate others to get one's own way. * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request how they deliberately - or undeliberately - provoke a desired behavior in another person; exhibit a growing understanding of why they might want to provoke a desired response, etc.).

NINTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: III Expressing Ideas Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will analyze situations when a written expression of opinions and beliefs is an effective means of influencing others.	Students are able to: 1. identify possible situations and recipients of a written expression of an opinion or belief. 2. describe some advantages of writing over other methods of influencing others. 3. describe possible results of using written expression as a means of conveying their opinions or beliefs.	Students are able to: 1. a) identify two situations when a written expression of opinions or beliefs would be appropriate (i.e., resolving a problem with a friend many miles away, showing concern about a public issue, bringing attention to an environmental hazzard, etc.). b) identify two persons who could be possible recipients of written expressions of opinions or beliefs (i.e., friend, newspaper reporter, congressman or woman, television reporters, etc.). 2. describe two possible advantages of writing as a means of influencing others (i.e., letters are usually more planned and thought out than other methods, it is a permanent record, it is harder to ignore than some other means, etc.). 3. describe two possible results of using written expression (i.e., author is more likely to get credit, written expression is sometimes taken more seriously, the author is held accountable and responsible for what is written, etc.). * demonstrate observable behaviors (i.e., use writing as a method of influencing others, use writing as a means of conveying their opinions and beliefs, etc.).

NINTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: III Expressing Ideas Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will analyze the four types of assertiveness styles.	Students are able to: 1. review the meanings of assertiveness, aggressiveness, and non-assertiveness.	Students are able to: 1. a) define assertiveness as expressing one's feelings, beliefs, or desires in such a way that enhances self-respect and dignity but does not interfere with others' safety or self-respect; We-focused behavior. b) define aggressiveness as getting needs met or expressing desires, feelings, or beliefs at the expense of someone else's dignity or self-respect; aggressiveness does not always result in the person respecting him/herself; ME-focused behavior. c) define non-assertiveness as bottling up emotions ranging from warmth to anger because of high levels of anxiety, guilt, or deficiencies in social skills; non-assertiveness does not result in respect for oneself; ALL YOU-focused behavior.
		2. analyze emphatic assertion.	2. include the following in their analysis: • emphatic assertion has two parts--conveying recognition of the other person's situation or feelings and expressing their own thoughts and observations • one example of a statement using emphatic assertion.

NINTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
(continued)	3. analyze confrontive assertion.	3. include the following in their analysis: • confrontive assertion is used when the other person's words contradict his/her deeds • confrontive assertion involves three parts--recalling what the other person said he/she would do, objectively describing what the other person actually did do, expressing what they would like to see happen or what they want • provide one example of confrontive assertion.
	4. analyze language assertion.	4. include the following in their analysis: • language assertion involves four parts--describing their feelings, describing the other person's behavior in the situation, describing how the other person's behavior concretely affects them or their life, and describing what they would like or want. • provide one example of language assertion (i.e., I feel...when...because...I'd prefer...).
	5. analyze escalating assertion.	5. include the following in their analysis: • escalating assertion begins with a minimal assertive statement and effort; however, when the other person fails to respond, they escalate the assertion and become increasingly firm • provide one example of escalating assertion
		* demonstrate observable behaviors (i.e., demonstrate recognition and the growing ability to use the different types of assertiveness styles when safe and appropriate, etc.).

NINTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will analyze how life roles, settings, and events determine preferred life styles.	Students are able to: 1. explain the interrelationship of life roles, settings, and events to life styles. 2. compare those life roles, settings, and events they have control over with those they do not have control over. 3. analyze how life roles, settings, and events determine a preferred life style.	Students are able to: 1. include in their explanation one example each of: • the influence roles have on life styles • the influence settings have on life style • the influence important events have on life styles. 2. a) determine those roles, settings, and events they have control over (i.e., decisions concerning classes, relationships, health, etc.). b) determine those roles, settings, and events they have no control over (i.e., birth, brother/sister role, location of home, etc.). c) compare a and b and discuss that control increases as age and maturity increases. 3. a) describe what they would consider a preferred life style. b) include in their analysis those roles, settings, and events they have control over that will lead to their preferred life style. * demonstrate observable behaviors (i.e., demonstrate an examination of their life styles, roles, setting and events; indicate a beginning evaluation of thei satisfaction with their life style and its contributing factors, etc.).

NINTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will relate their learning and study skills to their work activities.	Students are able to: 1. describe basic learning and study skills and analyze the parts that comprise each one. 2. analyze how those learning and study skills relate to skills needed in their work activities.	Students are able to: 1. a) describe five basic learning and study skills: reading, writing, listening, attentiveness, and the ability to question. b) include in their analysis at least one factor for each study skill: • reading-vocabulary, comprehension, etc. • writing-neatness, concise expression of thoughts, etc. • listening-listening for content, listening to remember, etc. • attentiveness-interest in subject and/or person, respect, etc. • ability to question-speaking skills, appropriate timing, effort to understand subject matter, etc. 2. include at least three relationships in their analysis (i.e., reading/reading directions for their work; writing/neatness in work; listening/getting along with others; attentiveness/attending until a task is finished; ability to question/understanding all aspects of their work, etc.). * demonstrate observable behaviors (i.e., exhibit a growing competence in their ability to utilize basic learning and study skills, demonstrate recognition responses or indicate upon request how their learning and study skills relate to their work activities, etc.).

NINTH GRADE

Competency		Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 2	Students will analyze stereotypes that exist for them and how those stereotypes limit their choices.	Students are able to: 1. provide examples of stereotypes that exist for them. 2. analyze if their existence in those stereotypes can or may change. 3. explain how those stereotypes limit their choices.	Students are able to: 1. provide one example of a stereotype that exists for them. 2. using the example in #1, determine if their characteristic that is being stereotyped can change (i.e., race cannot be changed, overweight can sometimes be changed, etc.). 3. include in their explanation one example each of how this stereotype limited their choices in the past, limits their present choices, and may limit their choices in the future. * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request the stereotypes that exist for them; indicate whether they contribute to stereotypes, etc.).
Content: V Rights & Responsibilities Role: Individual Goal: A Obj: 2	Students will compare and contrast the rights of all family members.	Students are able to: 1. review the rights of all family members.	Students are able to: 1. a) describe five rights of children (i.e., food, shelter, clothing, a place to sleep, physical and medical care, education, emotional support, protection under the law, respect, to be treated equally in worth and dignity, etc.). * Reference for concept clarification: Legal authorization concerning child abuse and neglect--Georgia Code 74-111 (1977), 32-2111 (1945), 32-1009 (1919). b) describe three rights of parents (i.e., to be treated with worth, dignity, and respect; protection under the law; to make decisions in their own homes; buy and sell or rent a home; etc.).

NINTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. discuss how the rights of each family member is different from those of other family members.	2. discuss the following differences between family members' rights: • there are more laws which specify a parent's rights and parent's responsibilities because children are not yet physically, mentally, and emotionally mature enough to completely take charge of their own lives • parents have different types of freedom allowed by law because of their older age (i.e., drive a car, buy and sell or rent a home, etc.) • parents' directions and decisions should have more influence than children's directions and decisions (excluding cases of abuse).
		3. discuss how the rights of each family member is similar to the rights of other family members.	3. discuss the following similarities between family members' rights: • both parents and children have the right to be respected • both parents and children have the right to be treated equal in worth and dignity • both parents and children have the right to protection under the law • both parents and children are entitled to having their rights met--only to the extent that they do not infringe on anyone else's rights.
			* demonstrate observable behaviors (i.e., demonstrate interest in learning more about the family, demonstrate recognition responses or indicates upon request that all families are different and that all family members have certain rights, etc.).

NINTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Learner Goal: B Obj: 2	Students will analyze how their academic and study skills from systems which apply to the learning of different subjects.	Students are able to: 1. review their present study skills. 2. analyze how their personal learning skills and study skills incorporate into a personal study system. 3. describe how their study system applies to the learning of different subjects.	Students are able to: 1. identify their five basic study skills: reading and comprehension, writing, listening, attentiveness, the ability to question. 2. a) describe a study system as a specific pattern of skills for learning b) analyze how their personal learning and study skills form a personal study system (i.e., SQR^3 study system = surveying + questioning + reading + writing + reciting). 3. a) describe their own personal study system b) identify two different subject areas and describe how they use their study system in those areas. * demonstrate observable behaviors (i.e., exhibit a continuing development of effective learning and study skills, exhibit development of a personal study system, demonstrate a growing ability to use their study system in learning different subjects, etc.).

NINTH GRADE

Competency		Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Citizen Goal: C Obj: 2	Students will evaluate the purposes of taxes and how they support the government.	Students are able to: 1. provide examples of a variety of taxes citizens are required to pay. 2. explain how these taxes support the running of government, its agencies and programs and how they benefit from that use of tax monies. 3. evaluate whether these tax monies are used effectively or not.	Students are able to: 1. provide five examples of taxes (i.e., state income tax, federal income tax, social security tax, sales tax, property tax, taxes on utilities, etc.). 2. a) discuss how their state government spends money: • specify the major spending areas and the percentage of money allotted to each area • pinpoint the areas that directly affect them as students b) discuss how their federal government spends money: • specify the major spending areas and the percentage of money allotted to each area • pinpoint the areas that directly affect them as students. 3. a) specify one example of waste and one example of effective use of taxpayers' money b) make a subjective judgment as to whether taxes are usually put to effective use or not; support their decisions with at least two examples. * demonstrate observable behaviors (i.e., exhibits a growing interest in the support of government programs and their effectiveness, demonstrating recognition responses or indicate upon request how taxes support different governmental programs, etc.).

NINTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Consumer Goal: D Obj: 2	Students will compare and contrast varying consumer habits in other countries.	Students are able to: 1. describe various consumer habits in other countries.	Students are able to: 1. a) specify two different countries that are not close together (the U.S. is not to be chosen) b) describe the consumer habits of the countries identified in #1a according to the following: • where the consumer shops (i.e., open air markets, tents, building, etc.) • the means by which the consumer knows the price (i.e., bartering, fixed price tag, etc.) • what the consumer pays with (i.e., currency, use of credit, exchange of other goods or services, etc.) • methods of advertising that the consumer is most frequently subjected to (i.e., "by word of mouth," billboards, television, etc.).
		2. discuss how these consumer habits and circumstances are similar or different from their own.	2. a) describe the consumer habits they are familiar with according to the same criteria used in #1b b) using the examples from #1b, discuss how their consumer habits are similar or different from other countries.
			* demonstrate observable behaviors (i.e., demonstrate a growing appreciation for the consumer opportunities available in the U.S., demonstrate recognition responses or indicate upon request the cultural changes that take place when shopping in another country, etc.).

NINTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities Role: Producer Goal: E Obj: 2	Students will describe their present taking of responsibility and enjoyment of producer rights.	Students are able to: 1. describe ways they presently take responsibility as producers. 2. describe how they enjoy producer rights. 3. explain the relationship between the taking of responsibility and the enjoyment of producer rights.	Students are able to: 1. a) review two general producer responsibilities b) describe three ways they presently take responsibility as producers (i.e., finish assignments on time, finish a task or job without being continually reminded, try their best, appropriate worker behavior, etc.). 2. a) review two general producer rights b) describe two ways they enjoy producer rights (i.e., intrinsic rewards, extrinsic rewards, respect, etc.). 3. include in their analysis two examples of how they must take the responsibility to get the benefits of the rights. * demonstrate observable behaviors (i.e., exhibit growth in their ability to meet producer responsibilities and to enjoy producer rights, demonstrate recognition responses or indicate upon request the interrelationship between producer rights and responsibilities, etc.).

NINTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will describe and prioritize their values.	Students are able to: 1. describe their values. 2. prioritize (rank) their values. 3. evaluate the ranking of their values.	Students are able to: 1. describe five values. 2. *rank their values, placing the most important first, etc. 3. include in their evaluation an explanation of why one value holds more importance than another (i.e., parental influence, peer influence, deprivation or excess while growing up, self satisfaction etc.).
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will describe the importance of reviewing the consequences of similar past decisions before making their final choice in the decision-making process.	Students are able to: 1. discuss the importance of reviewing the consequences of similar decisions they have made in the past before making their present final decision.	Students are able to: 1. include in their discussion the importance of the following: • determine the extent of similarity to their present situation • determine the differences involved between the two decisions • determine if the consequences of the past decision were acceptable or unacceptable • determine if the risks involved for the same consequences happening again are acceptable or unacceptable.

NINTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. discuss the importance of reviewing the consequences of similar decisions others have made before making their present final decision.	2. include in their discussion the importance of the following: • determine to what extent others' situation, values, etc., are similar to theirs • determine the differences between the two decisions, the persons deciding, etc. • determine if the consequences of others' similar past decisions were acceptable or unacceptable to them • determine if the risks involved for the same consequences happening again are acceptable or unacceptable
		3. describe how reviewing the consequences of similar past decisions is an extension of information gathering	3. review the methods of gathering information: • reading • their own past experiences • listening to others tell about their past experiences and ideas • observations of others dealing with similar problems. * demonstrate observable behaviors (i.e., exhibit a willingness to begin examining their and others' past decisions that are similar to decisions they are presently making, etc.).

NINTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: C Obj: 2	Students will identify past decisions and analyze how those decisions affect their present decisions and will affect their future decisions.	Students are able to: 1. analyze how past decisions made by their families influence their present decisions and could influence their future decisions.	Students are able to: 1. a) provide three examples of past decisions made by their families (i.e., parental decisions--where to live, goals that are important to strive for, what activities outside the family to take part in; sibling decisions--how to treat younger siblings, the goals that are important to them, etc.). b) using the examples from #1a, include in their analysis such things as the influence past family decisions have had on: • their willingness to model present or future decisions after family decisions concerning goals and activities • their ability to physically act • the circumstances or environment in which their actions take place • actions in response to family treatment.
		2. analyze how past legal decisions influence their present decisions and could influence their future decisions.	2. a) provide two examples of laws or judicial decisions that affect their lives b) using two examples from #2a, include in their evaluation the influence these laws have on: • their ability to decide • the consequences of their decisions • the affects of their decisions on others.

NINTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. analyze how their own past decisions influence their present decisions and will influence their future decisions.	3. a) provide two examples of some long-range decisions they have made (i.e., to attend college or not, what classes to take, what leisure activities to take part in, etc.) b) provide one example of a related decision they are presently facing c) predict two decisions they may have to face in the future (i.e., job choice, where to live, involvement in social activities, etc.) d) using their examples from above, include in their analysis how their decisions: • have limited and/or may limit their present and future choices • have limited and/or may expand their present and future choices. * demonstrate observable behaviors (i.e., exhibit a willingness to consider similar or relating past decisions and their results when having to make a present decision, etc.).
Content: VIII Achievement Motivation Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will evaluate the importance of setting realistic goals and striving toward them.	Students are able to: 1. analyze what constitutes a realistic goal.	Students are able to: 1. include in their analysis such factors as: • accurate assessment of capabilities • availability of time to pursue that goal • accurate assessment of interest (influences the priority placed on the goal) • availability of a means of evaluation of progress in reaching the goal.

NINTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
(continued)	2. discuss the consequences when a person consistently sets unrealistic goals and fails to achieve them.	2. include in their discussion examples of such consequences as: • reactions of others (i.e., inability to trust that person, embarrassment, anger, desire to quit helping that person, etc.) • reactions to oneself (i.e., feelings of failure and worthlessness, embarrassment, reluctance to continue trying, etc.).
	3. discuss the consequences when a person consistently sets realistic goals, strives toward them, and accomplishes them.	3. include in their discussion examples of such consequences as: • reactions of others (i.e., trusts them, pride in them, eager to assist them, encouragement, allots more responsibility to them, etc.) • reactions to oneself (i.e., confidence, accepts more responsibility, pride, continues to try when failure does occur, etc.).
		* demonstrates observable behaviors (i.e., exhibits the willingness and attempt to set realistic goals and strive toward them, etc.).

NINTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VII Achievement Motivation Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will analyze a specific task they wish to accomplish.	Students are able to: 1. identify a task they wish to accomplish. 2. analyze a task they wish to accomplish. 3. plan for a task they wish to accomplish.	Students are able to: 1. *identify and describe a specific task they wish to accomplish (i.e., class project, research paper, build a model, etc.). 2. *a) determine the purpose of their task (i.e., for leisure, to make a good grade in class, to help others, etc.). *b) break their original task into smaller task-parts. *c) determine if the task-parts have to be done by themselves and/or need support from other persons. *d) decide the order in which the task-parts should be accomplished. 3. *a) plan what materials they need for task accomplishment. *b) plan when their task-parts will be accomplished. *c) plan who will help them in task accomplishment (if help is needed). *d) plan where their task accomplishment will take place. *e) plan a suitable means of evaluating their progress. *f) carry out their task based on their analysis and plans.

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Competency	Performance Indicators	Suggested Performance Levels
Content:VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: A Obj: 2	Students will use communications skills to help others.	Students are able to: 1. provide examples of their present communications skills. 2. provide examples of situations where they have helped others. 3. analyze how their communications skills helped others.	Students are able to: 1. provide five examples of their present communication skills (i.e., reflective listening, I-messages, nonverbal communications, roles in group interaction, attentiveness, timing, etc.). 2. provide two examples of situations where they have helped others. 3. base their analysis upon the situations described in #2 and analyze how their communications skills were used to help others. * demonstrate observable behaviors (i.e., demonstrate a growing ability to use effective communications skills in order to help others in the school setting, etc.).
Content:VIII Problem Solving Role(s): Individual, Learner, Citizen, Consumer, Producer Goal: B Obj: 2	Students will analyze how their values, interests, and capabilities have changed and are changing.	Students are able to: 1. assess their past values, interests, and capabilities.	Students are able to: 1. assess their values, interests, and capabilities (one each) at • preschool age (i.e., 2, 3, or 4 years of age) • elementary school age (i.e., 7, 8, or 9 years of age) • junior high age.

NINTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. compare their past values, interests, and capabilities with their present ones and analyze the changes.	2. a) describe one example each of their present values, interests, capabilities. b) compare their present values, interests, and capabilities with those described in #1. c) include in their analysis examples of how their values, interests, and capabilities have changed • physically • emotionally • intellectually • socially.
		3. explain the factors that have caused their values, interests, and capabilities to change or expand.	3. include in their explanation examples of such factors as • physical maturity or limitations • intellectual maturity • emotional maturity • education • encouragement or influence of others • influence of a significant event • change in the availability of the necessary environment (i.e., snow for skiing, ocean for scuba diving, etc.). * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate your request how they have changed and are changing in different areas of their lives, demonstrate an openness to change, etc.).

TENTH GRADE GUIDANCE CURRICULUM

TENTH GRADE

Competency		Performance Indicators	Suggested Performance Levels
Content: I Self Understanding *Role*: Individual *Goal*: A *Obj*: 3	Students will specify symptoms and warning signs of too much stress and tension.	Students are able to: 1. review the definition of stress and tension and provide two examples of stressful situations. 2. provide examples of physical symptoms and warning signs of too much stress and tension. 3. provide examples of emotional symptoms and the resulting behaviors of too much stress and tension	Students are able to: 1. a) define in their own words what stress and tension mean (as pertaining to emotional stress and tension): feeling "up-tight," strain, nervousness, etc. b) indicate two personal stressful situations. 2. provide three examples of physical symptoms and warning signs of too much stress and tension (i.e., headache, digestive problems, nailbiting, overeating, psychosomatic illnesses, etc.). 3. provide three examples of emotional symptoms and some resulting behaviors of too much stress and tension (i.e., depression, negativism, moodiness, anxiety expressing itself in such things as overeating, nailbiting, sleeplessness, etc.). * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request those physical or emotional symptoms and warning signs they exhibit when under too much stress and tension, etc.).

TENTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: B *Obj*: 2	Students will analyze how characteristics and abilities develop.	Students are able to: 1. explain the influence that genetic factors and environmental factors can have on characteristics and abilities 2. provide examples of genetic and environmental factors that influenced the development of their own characteristics and abilities.	Students are able to: 1. a) explain the role heredity can play in determining characteristics and abilities. The explanation should include an example of Mendel's law of genetics b) explain the role environment can play in influencing characteristics and abilities. The explanation should include home environment and one setting outside the home. 2. provide five examples (two genetic and three environmental) of factors that influenced their own characteristics and abilities. * demonstrate observable behaviors (i.e., greater acceptance of their unique characteristics and abilities, etc.).
Content: I Self Understanding *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: C *Obj*: 3	Students will show how they manage their environment.	Students are able to: 1. describe their environment accurately. 2. evaluate why it is important to be able to manage one's environment.	Students are able to: 1. a) review what constitutes an environment: their surroundings; where they live, work, and play. b) accurately describe three aspects of their environment: home, school, town. 2. a) describe what it means to manage one's environment: to know where one needs to go to fulfill one's needs; to be able to get where one wants to go. b) evaluate the importance of environment-management according to benefits for self and for others.

TENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. demonstrate how they effectively manage their environment.	3. *a) demonstrate effective management of their school environment. b) describe how they effectively manage the other settings in their environment (i.e., home, town, etc.).
Content: II Interpersonal Relations *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: A *Obj*: 2	Students will communicate their understanding of what another person has said.	Students are able to: 1. define reflective listening as a means of communicating understanding of what another person has said 2. analyze the skills involved in reflective listening.	Students are able to: 1. define reflective listening as grasping what another person feels and means and then stating this meaning so that person feels understood and accepted. 2. include in their analysis three examples of the skills involved in reflective listening: ·nonverbal encouragement (i.e., eye contact open posture, etc.) ·verbal encouragement (i.e., tone of voice verbalized acceptance, etc.). 3. a) practice using reflective listening in the classroom b) provide two examples of situations when they have used reflective listening. * Reference for concept clarification: *S.T.E.P. Parents' Handbook* by D. Dinkmeyer and G. McKay. * demonstrate observable behaviors (i.e., demonstrate a growing ability to use reflective listening in their relationships at school, etc.).

TENTH GRADE

Competency		Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations *Role*: Individual *Goal*: B *Obj*: 2	Students will describe families that are different from their own and predict how they might feel in that set of relationships.	Students are able to: 1. compare their family to other families.	Students are able to: 1. a) choose one example of family-life in the past and compare their family to that set of relationships and circumstances (i.e., physical make-up of the family, parental expectations, children's expectations, etc.). b) choose one example of family life in a different country and compare their family to that set of relationships and circumstances (i.e., parental expectations, children's expectations, closeness of relationships, etc.). c) choose one example of an American family that has a different physical make-up than their family (i.e., one-parent family, family with many children, family with one child, foster children in the family, adopted children in the family, etc.) and compare their family to that set of relationships and circumstances.
		2. predict how they might feel if changes were to occur in their family and new relationships had to be formed.	2. using the examples and comparisons from #1b and #1c, include the following in their predictions: ·possible feelings while change was taking place ·possible feelings while new relationships were being formed ·possible problems that might occur ·possible benefits of such a change
			* demonstrate observable behaviors (i.e., demonstrate more sensitivity and understanding of students who come from families different from their own, indications of an appreciation of what they like about their own family, etc.).

TENTH GRADE

Competency		Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: C *Obj*: 2	Student will analyze the differences and similarities between cooperation and competition.	Students are able to: 1. review the definitions of cooperation and competition.	Students are able to: 1. a) review the meaning of cooperation (i.e., working together toward a common goal). b) review the meaning of competition (i.e., contending with others for profit, prize, or position; a contest). c) describe two situations when they have cooperated and two situations when they have been competitive.
		2. analyze the differences between cooperation and competition.	2. include the following points in their analysis: ·the emphasis of competitiveness if different from the emphasis of cooperativeness (i.e., competitiveness tends to draw people apart, while cooperativeness tends to bring people closer) ·competition generally involves "winners and losers," while cooperation does not use that type of terminology.
		3. analyze the similarities between cooperation competition.	3. include the following points in their analysis of the similarities: ·competition and cooperation are both ways of getting things accomplished ·both competition and cooperation can be helpful ·both competition and cooperation can have negative effects.
			* demonstrate observable behaviors (i.e., exhibit recognition responses or indicate upon request the differences and similarities between cooperation and competition, show the ability to distinguish the appropriate times to use cooperation and competition, demonstrate a caring attitude during competitive situations, etc.).

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Competency		Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: D *Obj*: 2	Students will explore ways that the environment shapes or controls their behavior and how they respond to those in the environment who are shaping their behaviors.	Students are able to: 1. describe controlling and influential forces in their own environment. 2. explore ways that they have been and are being controlled or shaped. 3. describe their feelings and responses toward those who are shaping their behavior.	Students are able to: 1. describe three controlling or influential forces in their own environment (i.e., laws, parents, teachers, peer-pressure, etc.). 2. describe two ways they have been or are being controlled or shaped (i.e., they have been influenced by parents' values since infancy, law requires them to attend school, teachers shape their behavior and attitude in the classroom, peer pressure controls their choices in order to gain acceptance, etc.). 3. a) using the examples from #2, describe their feelings toward those persons or things shaping their behavior (i.e., resentment frustration, security, confidence, etc.). b) using the examples from #2, describe how they responded in those situations and indicate if they feel their responses were effective. * demonstrate observable behaviors (i.e., exhibit a growing understanding of why there are shaping or controlling influences in the environment, demonstrate appropriate responses to those persons responsible for shaping their behaviors, etc.).

TENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: III Expressing Ideas *Role*(s): Individuals, Learners, Citizen, Consumer, Producer *Goal*: A *Obj*: 2	Students will analyze how to use skills of expression in a variety of settings.	Students are able to: 1. identify various ways they express themselves. 2. identify a variety of settings they are familiar with and analyze the expression skills that are appropriate for different settings.	Students are able to: 1. a) describe how they express their opinions or beliefs verbally. b) describe how they express their opinions or beliefs nonverbally. c) describe how they express their opinions or beliefs in writing. 2. a) identify four different settings they are familiar with (i.e., classroom at school, home, store, party at a friend's home, restaurant, park, etc.). b) include in their analysis the following: ·one example each of an expression skill that would be appropriate for the setting identified in #2a ·one example each of an expression skill that would not be appropriate for the settings identified in #2a ·explanation why one expression skill might be more appropriate than another. * demonstrate observable behaviors (i.e., use appropriate expression skills in the different school settings, etc.).

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	Competency	Performance Indicators	Suggested Performance Levels
Content: III Expressing Ideas *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: B *Obj*: 2	Students will assess the needs they have in asserting themselves.	Students are able to: 1. identify situations in their lives where assertive behavior is needed. 2. describe some emotional block they experience in asserting themselves. 3. identify possible strategies for overcoming their emotional blocks.	Students are able to: 1. a) identify one situation in their lives where assertive behavior is needed. b) describe some benefits of using assertive behavior in that situation (i.e., increased self-respect and dignity, desires or needs would be met, etc.). 2. describe at least one emotional block they experience in asserting themselves (i.e., fear of failure, fear of rejection, anxiety over being the center of attention, desires to have everyone like them, etc.). 3. identify two possible strategies for overcoming their emotional blocks (i.e., relaxation techniques, self-talk to refute irrational statements, choosing an appropriate assertiveness style and preparing beforehand the kinds of things they would like to say, guided imagery concerning responses to possible consequences of assertiveness, etc.). * demonstrate observable behaviors (i.e., demonstrate the ability to determine when assertive behavior would be acceptable, exhibit a growing ability in overcoming their emotional blocks concerning assertive behavior, etc.).

TENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: A *Obj*: 2	Students will compare how life styles differ depending on life roles, settings, and events.	Students are able to: 1. explain how life styles differ depending on what life roles, settings, and events persons have control over.	Students are able to: 1. include in their explanation: ·one example each of roles, settings, and events persons have control over ·how life styles can differ depending on the choice made concerning roles, settings, and events.
		2. explain how life styles differ depending on the life roles, settings, and events which persons have no control over.	2. include in their explanation: ·one example each of roles, settings, and events that happen which persons have no control over ·how life styles can differ depending on the roles, settings, and events that happen to them ·how life styles can differ depending on the attitudes persons approach those roles, settings, and events they have no control over.
		3. compare how life styles differ depending on life roles, settings, and events (both those of choice and those they have no control over).	3. compare two opposite life styles on the basis of roles, settings, and events persons have control over; roles, settings, and events persons have no control over; and attitudes toward their roles, settings, and events. * demonstrate observable behaviors (i.e. demonstrate indications of an increased evaluation of their life style; beginning attempts at changes, when possible, so life roles, settings, and events will be compatible with a preferred life style, etc.).

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Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: B *Obj*: 2	Students will predict how they will use knowledge from school in future life and work experiences.	Students are able to:	Students are able to:
		1. provide examples of experience they might encounter in the future as a family member, citizen, and a consumer.	1. a) provide one example of an experience they may encounter in the future as a family member (i.e., becoming a spouse, parent, etc.). b) provide one example of an experience they may encounter in the future as a citizen (i.e., voter, politician, etc.). c) provide one example of an experience they may encounter in the future as a consumer (i.e., buying for a family, buyer for a company, etc.).
		2. provide examples of work experiences they might encounter in the future.	2. provide one example of a work experience they may encounter in the future.
		3. predict how they might use knowledge from school in their examples of future life and work experiences.	3. a) correlate two specific classroom subjects to the four examples given in #1 and #2. ·family member-math/cooking; reading/directions, etc. ·citizen-reading/voting; speech/speaking to groups, etc. ·consumer-math/counting change; reading/comparison buying; etc. ·work experience-math, reading/farmer; reading, psychology/teacher; writing, reading/author; etc. b) identify two extracurricular school activities that influence one or more of their roles (i.e., participation in team sports, school organizations, dances and social activities, etc.).
			* demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon

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	Competency	Performance Indicators	Suggested Performance Levels
	(continued)		request how knowledge from school might be useful in future life and work experiences; show through attitude and actions that school experiences are generally valued, etc.).
Content: IV Gathering & Processing Information *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: C *Obj*: 2	Students will analyze stereotypes held by others and how those stereotypes can limit choices.	Students are able to: 1. provide examples of stereotypes held by others. 2. explain how those stereotypes limit the choices of the person believing the stereotype. 3. explain how those stereotypes limit the choices of the person being stereotyped.	Students are able to: 1. a) provide two examples of stereotypes held by others b) provide one example of a stereotype that is changing or that they feel needs to change. 2. explain two ways persons believing the stereotypes are limited (i.e., limits their personal resources, limits new areas of knowledge in their lives, etc.). 3. explain two ways stereotypes limit the choices of the persons being stereotyped (i.e., limits job opportunities, limits enrichment of new friends or activities, etc.). * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request an explanation of how stereotypes limit choices, etc.).
Content: V Rights & Responsibilities *Role*: Individual *Goal*: A *Obj*: 2	Students will describe the interrelationship between family rights and family responsibilities.	Students are able to: 1. provide examples of family rights and responsibilities.	Students are able to: 1. a) provide two examples of children's family rights b) provide two examples of children's family responsibilities c) provide two examples of parent rights d) provide two examples of parent responsibilities e) indicate that different families place different emphasis on rights and responsibilities.

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	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. explain the relationship that exists between family rights and family responsibilities.	2. include the following in their explanation: ·the family rights of children are directly related to the family responsibilities of parents ·as children mature they will be given more responsibilities in contributing toward a satisfactory family life ·as children demonstrate their ability to accept and carry out responsibilities, they will be granted more privileges within the family ·parents and children who refuse to carry out their responsibilities may have to give up some of their rights or privileges.
		3. describe specific family rights that correlate with specific family responsibilities.	3. describe three specific family rights that correlate with specific family responsibilities (i.e., parents' rights to respect/children's responsibility to show respect; children's right to food/parents' responsibility to provide food; children't right to an education/parents' responsibility to see that child attends school and child's responsibility to attend school and to be attentive; children's right to physical care/parents' responsibility to encourage growth, provide adequate medical treatment, and not to abuse their child; etc.). * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request the interrelationship between family rights and responsibilities, etc.).

TENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities *Role*: Learner *Goal*: B *Obj*: 3	Students will evaluate personal academic and study skills and explain how they can be improved.	Students are able to: 1. discuss the consequences of having no consistent, effective study system. 2. evaluate the effectiveness of their personal academic and study skills (incorporated into a study system) and identify those skills or parts of their system that need improvement. 3. describe how they plan to improve their personal academic skills and study skills and their study systems	Students are able to: 1. discuss two consequences of having no study system (i.e., incomplete knowledge, harder to remember, harder to generate interest, etc.). 2. include the following in their evaluation: ·specify what their study system is ·pinpoint the actual skills that are used in that system ·determine what works well in the system ·determine what does not work well in their system and why it does not work 3. a) create a specific and realistic plan for improving their skills or study system b) report on their progress in improving their personal skills or study system. * demonstrate observable behaviors (i.e., exhibit growth in their development of effective academic and study skills, show how a desire and effort to improve those effective academic and study skills, etc.).
Content: V Rights & Responsibilities *Role* Citizen *Goal*: C *Obj*: 2	Students will describe their rights and responsibilities as world citizens.	Students are able to: 1. describe the purpose of the United Nations and the role it plays concerning the rights and responsibilities of world citizens.	Students are able to: 1. a) define a world citizen as any person living in our world b) become familiar with the United Nations Charter and describe its purpose c) describe the activities of the United Nations concerning the rights and responsibilities of world citizens (i.e., UNICEF, peace keeping commissions, etc.).

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	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. describe some of their rights as world citizens.	2. a) describe three of their rights as world citizens found in articles 3 through 27 in the United Nations Charter: right to life, liberty and security of person; freedom from slavery and servitude, and so on to article 27) b) describe how they exercise the rights described in #2a.
		3. describe some of their responsibilities as world citizens.	3. a) describe two of their responsibilities as world citizens (i.e., awareness and respect for other cultures, support for others' rights, uphold the responsibilities/laws required in the country they are visiting, etc.) b) describe how they have or will meet the responsibilities described in #3a.
			* demonstrate observable behaviors (i.e., exhibit a growing interest in the world around them and the influence that different nations have on each other, demonstrate recognition responses or indicate upon request how individuals can affect their world, etc.).
Content: V Rights & Responsibilities *Role*: Consumer *Goal*: D *Obj*: 2	Students will describe the legal rights and responsibilities of consumers.	Students are able to: 1. identify consumer aids such as guarantees, warrantees, and consumer resources (literature, organizations, etc.).	Students are able to: 1. a) identify three consumer aids (i.e., warrantees, literature, consumer organizations, etc.) b) discuss how the examples in #1 are aids c) identify where the examples in #1 can be found.
		2. discuss the legal rights and responsibilities of the consumer.	2. include in their discussion: ·three aspects of the laws covering the rights and responsibilities of consumers

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	Competency	Performance Indicators	Suggested Performance Levels
	(continued)		·an explanation of how laws protecting consumer rights are interdependent on legal aspects demanding consumer responsibility.
		3. describe how they use the legal rights and carry out the legal responsibilities of consumers.	3. a) identify a situation where they have used a legal right and responded to a legal responsibility b) analyze the situation, its outcome, and its effect on their roles as consumers. * demonstrate observable behaviors (i.e., exhibit a willingness to understand their legal consumer rights and meet their consumer responsibilities, demonstrate recognition responses or indicate upon request the various consumer aids available to them, etc.).
Content: V Rights & Responsibilities *Role*: Producer *Goal*: E *Obj*: 2	Students will describe the legal rights and responsibilities of producers.	Students are able to: 1. describe the legal rights of producers.	Students are able to: 1. a) describe two legal rights of the producer-employee (i.e., minimum wage, right to strike, right to safe working conditions, etc.) b) describe two legal rights of the producer-employer (i.e., hiring policy, determination or job standards, expectations of employees meeting the contract agreement, etc.).
		2. describe the legal responsibilities of producers.	2. a) describe two legal responsibilities of the producer-employee (i.e., meet contract agreement, do a satisfactory job, responsible behavior and attendance, etc.)

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	Competency	Performance Indicators	Suggested Performance Levels
	(continued)		b) describe two legal responsibilities of the producer-employer (i.e., meet contract concerning wages and benefits, provision of safe working conditions, non-discriminatory hiring policy in regard to race, sex, creed, age, etc.).
Content: VI Valuing & Decision-Making *Role*: Individual, Learner, Citizen, Consumer, Producer *Goal*: A *Obj*: 2	Students will predict how their values will influence their life styles.	Students are able to: 1. analyze how values affect life styles 2. provide examples of their values. 3. predict the effect their values will have on their future life styles.	Students are able to: 1. a) review the meaning of life style: the distinctive way in which someone lives b) review the meaning of a value: something that is very important to a person c) include in their analysis: ·life styles are directed around desired goals ·desired goals are determined by what is valued ·one example of how values and life styles are directly related. 2. provide two examples of actions or things they value. 3. include in their prediction: ·a description of a possible future lifestyle ·at least one example of possible effects of each value described in #2 on that future life style. * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request how their values have influenced their present life style; exhibit satisfaction with the compatibility of their values with their life style, etc.).

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Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making *Roles*: Individual, Learner, Citizen, Consumer, Producer *Goal*: B *Obj*: 2	Students will analyze the decision-making process used by others.	Students are able to: 1. explain how others appear to make their decisions. 2. evaluate their methods of decision-making 3. contrast others' decision-making processes with the basic decision-making model.	Students are able to: 1. explain two examples of how others appear to make their decisions (i.e., forethought/no forethought, consideration for others/no consideration, etc.). 2. evaluate the methods described in #1 as to: ·effectiveness of decisions ·consistent pattern in making decisions ·satisfaction with their decisions. 3. using the examples from #1, include in their comparison whether or not they: ·identify the problem or goal ·gather information ·determine values and opinions ·generate and review alternatives ·review possible consequences and risks ·choose an alternative (make the decision). * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request what type of decision-making processes others use, etc.).
Content: VI Valuing & Decision-Making *Roles*: Individuals, Learners, Citizen, Consumer Producer	Students will analyze the consequences of decisions that others make.	Students are able to 1. specify a decision that someone else has made. 2. analyze the consequences of that decision for the decision-maker.	Students are able to: 1. specify and describe a major decision that someone has made. 2. include in their analysis examples of: ·the external consequences for the decision-maker (i.e., direct change or event, praise, tangible rewards, etc.) ·the internal consequences for the decision-maker (i.e., feelings of pride/feelings of inferiority; increased willingness to risk/withdrawal, etc.).

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	Competency	Performance Indicators	Suggested Performance Levels
Goal: C *Obj*: 2	(continued)	3. analyze the consequences of that decision for themselves or any others involved with the decision-maker.	3. include in their analysis examples of: ·the external consequences for themselves or others (i.e., direct change or event, involvement with the decision-maker, etc.) ·the internal consequences for themselves or others (i.e., respect for the decision-maker/anger towards the decision-maker; increased knowledge concerning right or wrong choices to make in similar circumstances, etc.). * demonstrate observable behaviors (i.e., demonstrate a willingness to consider the consequences of similar decisions that others made before a present decision, etc.).
Content: VII Achievement Motivation *Roles*: Individual, Learner, Citizen, Consumer, Producer *Goal*: A *Obj*: 2	Students will analyze how planning the use of their time contributes toward their effectiveness in their life roles.	Students are able to 1. explain the benefits of planning the use of their time. 2. analyze how planning contributes toward effectiveness in their life roles.	Students are able to: 1. include in their explanation the following points: ·more efficient use of their time ·less stress when they know time has been planned to accomplish a task ·tendency toward relaxed and confident attitude when time has been allotted for adequate preparation, gathering of material, etc. 2. include in their analysis one example of each of the following: ·planning contributes toward effectiveness as a family member (i.e., more time to give attention to other family members, adequate time for chores, etc.) ·planning contributes toward effectiveness in their leisure role (i.e., adequate time

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	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. (continued)	allowed for relaxation, time allotted to learn a new hobby, etc.) ·planning contributes toward effectiveness as a learner (i.e., adequate time allotted studying, preparing for a test rather than cramming, etc.) ·planning contributes toward effectiveness as a citizen (i.e., allowing time to learn about candidates and issues, planning to take part in community activities, etc.) ·planning contributes toward effectiveness as a consumer (i.e., planning one shopping trip to take the place of several small trips, planning what to buy at the store, etc.) ·planning contributes toward effectiveness as a producer (i.e., allotting time to get more work done, planning how to use work hours more efficiently, etc.).
		3. describe how they plan the use of their time.	3. *describe how they plan the use of their time for one week.
Content: VII Achievement Motivation *Roles*: Individual, Learner, Citizen, Consumer, Producer	Student will use a variety of methods to evaluate progress and achievement of a specific task.	Students are able to: 1. identify a specific task they have analyzed and planned. 2. use a variety of methods to evaluate their progress during task accomplishment.	Students are able to: 1. *a) identify a specific task they wish to accomplish *b) analyze the purpose and parts of that task. *c) plan how they will carry out that task. 2. *a) use two different methods to evaluate their progress during task accomplishment (e.g., pretest/progress tests, feedback from others, degree of self-satisfaction, etc.) *b) compare the two methods they used and discuss if one was more effective than the others.

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	Competency	Performance Indicators	Suggested Performance Levels
Goal: B *Obj*: 2	(continued)	3. use a variety of methods to evaluate their total task achievement.	3. *a) use two different methods of evaluating their total task achievement (i.e., post-test, purpose of task was accomplished, verbal and/or non-verbal reactions from others, amounts of self-satisfaction and pride, etc.) b) explain which method they prefer and why they prefer them (i.e., effectiveness of the evaluation process, ease in using the process, satisfaction with the accuracy of the results, etc.).
Content: VIII Problem-Solving *Roles*: Individual, Learner, Citizen, Consumer, Producer *Goal*: 4 *Obj*: 2	Students will predict methods they may use in caring for medical emergencies.	Students are able to: 1. describe a variety of medical emergencies. 2. provide examples of methods in caring for medical emergencies. 3. demonstrate that they are able to care for a variety of common medical emergencies.	Students are able to: 1. describe four different emergencies (i.e. concussion, heart attack, fall, deep cut, drowning, car accident, etc.). 2. provide three examples of how to give physical care and emotional support during emergencies. 3. *demonstrate in a controlled setting that they can care for two different emergencies.
Content: VIII Problem-Solving *Roles*: Individual, Learner,	Students will predict some of the concerns they will have as they get older.	Students are able to: 1. provide examples of some of the concerns of older persons.	Students are able to: 1. a) provide four examples of concerns of older persons (i.e., retirement, medical plans, pensions, job availability, social security, insurance plans, etc.)

TENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Citizen, Consumer, Producer *Goal*: B *Obj*: 2	(continued)	(continued)	b) indicate the general age groups where these concerns occur (i.e., 20-60's are interested in insurance plans for their families' security, 60's are interested in extension of the retirement age, etc.).
		2. explain why these concerns of older persons exist.	2. include in their explanation a description of the needs that accompany the four concerns listed in #1 (i.e., need for independence, need for financial security, need to meet the responsibilities of a family, etc.).
		3. predict and explain some of the concerns they may have as they get older.	3. a) predict two concerns they may have as they get older b) explain why these concerns may exist for them (i.e., change in needs, change in interests or job availability, changes in responsibilities, etc.). * demonstrate observable behaviors (i.e., demonstrate a growing ability to project themselves into the future and imagine the types of concerns they might have then, etc.).

ELEVENTH GRADE GUIDANCE CURRICULUM

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Competency	Performance Indicators	Suggested Performance Levels
Content: I Self-Understanding *Role*(s): Individual *Goal*: A *Obj*: 3	Students will effectively reduce their stress during tension-producing situations.	Students are able to: 1. provide examples of tension-producing situations in their lives. 2. explain the techniques they use to reduce stress during these tension-producing situations. 3. demonstrate effective stress-reduction during a tension-producing situation.	Students are able to: 1. provide three examples of tension-producing situations in their lives (i.e., times of anger, unhappiness, fear, etc.). 2. explain three techniques they use to reduce stress that correlates with the examples in #1 (i.e., various ways of relaxing, thought-out responses, switching to an unrelated activity, etc.). 3. *demonstrate effective stress-reduction during a tense situation in the classroom.
Content: I Self Understanding *Role*(s): Individual, Learner, Citizen Consumer, Producer *Goal*: B *Obj*: 3	Students will specify which characteristics and abilities they appreciate most in themselves and others.	Students are able to: 1. describe the characteristics and abilities they appreciate most in themselves and others. 2. analyze why they appreciate those characteristics and abilities in themselves and others. 3. predict how those characteristics and abilities they appreciate might help them in the future.	Students are able to: 1. describe two characteristics and abilities they appreciate. 2. analyze their appreciation in respect to benefits for others, benefits for themselves, and effects upon feelings. 3. predict three ways those characteristics and abilities may help them in the future in their life roles. * demonstrate observable behaviors (i.e., show appreciation for others' unique characteristics and abilities, demonstrate an acceptance of those characteristics and abilities they cannot change in themselves, attempts to further develop their abilities, etc.).

ELEVENTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self-Understanding *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: C *Obj*: 3	Students will assess how avoiding responsibility hinders their ability to manage themselves and their environment effectively	Students are able to: 1. describe their present responsibilities and those situations when they avoid taking responsibility. 2. explain that controlling their attitudes and thinking processes is a major factor in having some control over themselves, their environment, and other persons in their environment. 3. assess those times when avoiding responsibility hinders their management of themselves, their environment, and their relationships with others in their environment.	Students are able to: 1. a) describe three of their present responsibilities and indicate the settings where those responsibilities occur b) describe two situations when they have avoided taking responsibility. 2. a) include the following principle in their explanation: if persons wish to change their responses to an action, then they will have to change their beliefs (thinking and feelings) about that action. *Reference for concept clarification: *A Guide to Rational Living* by Ellis and Harper. b) indicate in their explanation how this principle relates to controlling themselves, their environment, and other persons in their environment. 3. based on the two examples given in #1, assess how avoiding responsibility hinders self-management and environment/relationship management (i.e., avoidance places the control in someone else's hands as they no longer are responsible for themselves). * demonstrate observable behaviors (i.e., more acceptance of responsibility at school, increased self-control, increased capability to manage their environment and relationships at school, etc.).

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Competency		Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: A *Obj*: 3	Students will explain that the way they communicate a thought or idea influences others' reactions to that thought or idea.	Students are able to: 1. describe verbal and nonverbal cues that encourage positive reactions to a thought or idea. 2. describe verbal and nonverbal cues that encourage negative reactions to a thought or idea. 3. provide examples of times when they have encouraged positive and/or negative reactions to thoughts or ideas.	Students are able to: 1. a) describe two verbal cues that encourage positive reactions (i.e., enthusiastic voice tone, statement of confidence, statement of positive expectation, etc.) b) describe two nonverbal cues that encourage positive reactions (i.e., smile, gleam in the eyes, eye contact, relaxed and confident posture, etc.). 2. a) describe two verbal cues that encourage negative reactions (i.e., discouraged voice tone, statement of uncertainty or negative expectations, etc.) b) describe two nonverbal cues that encourage negative reactions (i.e., frown, no eye contact, discourage posture, nervousness, etc.). 3. provide two examples of times when they have encouraged positive or negative reactions to thoughts or ideas and include in their examples: ·what kind of reaction they desired ·what kind of reaction they received ·what verbal cues they gave ·what nonverbal cues they gave ·if they were encouraging reaction to their own thoughts or to someone else's thoughts. * demonstrate observable behaviors (i.e., use verbal and nonverbal cues to gain positive reactions to their thoughts and ideas, etc.).

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Competency	Performance Indicators	Suggested Performance Levels
Content: II Interpersonal Relations *Role*(s): Individual *Goal*: B *Obj*: 3	Students will assess their current family relationships and evaluate their effectiveness.	Students are able to: 1. describe an example of effective family relationships.	Students are able to: 1. describe an example of effective family relationships using the following characteristics for their model: ·treat each other as equal in worth and dignity ·show respect toward each other ·listen to each other ·communicate with each other ·constructively solve problems instead of allowing anger to remain ·show care and love in spite of mistakes (i.e., "I love you, not what you are doing,...") ·trust each other ·show loyalty toward each other ·share time with each other
		2. privately describe and evaluate the effectiveness of their family relationships.	2. a) describe four aspects of their current family relationships (i.e., closeness, needs fulfilled, companionship, personal gains, cooperative relationships, etc.) b) evaluate their effectiveness upon five of these points: Persons in the relationship-- ·treat each other as equal in worth and dignity ·show respect toward each other ·listen to each other ·cooperate with each other ·constructively solve problems instead of allowing anger to remain ·show care and love in spite of mistakes (i.e., "I love you, not what you are doing,...")

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	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	(continued)	·trust each other ·show loyalty toward each other ·share time with each other.
		3. privately determine areas where improvement in their family relationships should be made.	3. a) privately determine areas that are lacking in their family relationships b) privately provide three examples of how *they can contribute* toward improvement. * demonstrate observable behaviors (i.e., show recognition responses or indicate upon request those characteristics of a model effective family relationship, etc.).
Content: II Interpersonal Relations *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: C *Obj*: 2	Students will evaluate the effectiveness of their own friendship skills.	Students are able to: 1. provide examples of how they implement the skills that are necessary for making friendships. 2. provide examples of how they implement the skills that are necessary for keeping friendships.	Students are able to: 1. a) explain three ways they show concern and care for others (i.e., maners, talking, helping, giving time or things, etc.) b) explain two reasons why they desire to have friends (i.e., companionship, help, honest feedback, etc.) c) explain three ways they act friendly toward others (i.e., speaking kindly, being genuinely interested, sharing activities, experiences, and feelings, etc.). 2. a) review the meaning of trust (i.e., being able to count on a person to do what he/she says b) explain two situations when they have shown trustworthiness c) review the meaning of loyalty (i.e., being able to trust someone to stick by you d) explain one situation when they have demonstrated loyalty to another person e) explain three ways they have continued to

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Competency	Performance Indicators	Suggested Performance Levels
(continued)	(continued)	act friendly as a means of keeping friendships (i.e., similar to examples in #1c) f) explain two situations when they have used problem-solving skills as a means of keeping friendships (i.e., communication, sharing, taking turns, etc.).
	3. determine which friendship skills are effective and which ones need strengthening.	3. a) determine those friendship skills that are effective for them b) determine those friendship skills which need strengthening c) describe how they plan to strengthen those skills which need improvement. * demonstrate observable behaviors (i.e., exhibit an ability to make and keep friendships, show a willingness and effort to strengthen weak friendship skills, etc.).

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Competency	Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations *Role*(s): Individual, Learner, Citizen Consumer, Producer *Goal*: D *Obj*: 2	Students will analyze the cycle of consequences that might occur as the result of unacceptable behavior.	Students are able to 1. describe reciprocal behavior. 2. describe unacceptable behaviors according to society, family, and self. 3. analyze the consequences of unacceptable behavior.	Students are able to: 1. describe reciprocal behavior as their actions affecting others' behavior and others' actions affecting their behavior. 2. describe three behaviors that have been termed unacceptable by society, family and themselves (i.e., society: murder, theft, abuse of drugs and/or alcohol, arson, etc.). 3. a) using an example from #2, describe some possible consequences of an unacceptable behavior b) relate the concept of reciprocal behavior to the cycle of consequences that might occur as a result of unacceptable behavior c) relate the concept of reciprocal behavior to the breaking of the cycle of negative consequences (i.e., through counseling, hiring an ex-convict, showing care in some way, etc.). * demonstrate observable behaviors (i.e., recognize which behaviors are unacceptable, exhibit a growing ability to accept and deal with the consequences of their unacceptable behaviors, demonstrate an understanding of how to break the cycle of negative consequences to unacceptable behavior, etc.).

III

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	Competency	Performance Indicators	Suggested Performance Levels
Content: III Expressing Ideas *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: A *Obj*: 3	Students will understand the relationship between self-respect and respect for others' opinions in group situations.	Students are able to: 1. describe ways to show respect for others' opinions. 2. discuss how expressing their opinions and beliefs is part of the process of establishing and maintaining self-respect. 3. discuss the relationship between self-respect and respect for others in group situations.	Students are able to: 1. describe two ways they can show respect for others' opinions (i.e., eye contact, attentiveness, reflective listening, separating who the person is from what he/she is saying, using open-ended comments instead of closed-ended ones, etc.). 2. discuss two reasons why expressing their opinions and beliefs is part of the process of establishing and maintaining self-respect (i.e., encourages practice in taking risks, encourages the feeling that there thoughts and beliefs are of value, encourages feelings of contribution, etc.). 3. include the following points in their discussion: ·there is a direct relationship between demonstrating respect and self-respect--the more respect that is shown, the more respect they feel for themselves ·improved self-respect and respect for others encourages those around them to demonstrate increased respect ·appropriate respect for self and others helps to enhance interpersonal relationships. * demonstrate observable behaviors (i.e., exhibits growing ability to appropriately and confidently express their own opinions and beliefs while at the same time showing respect for others' opinions and beliefs, etc.).

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Competency		Performance Indicators	Suggested Performance Levels
Content: III Expressing Ideas *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: B *Obj*: 3	Students will determine the losses and gains possible from using assertive behavior in various situations and decide if the risks and consequences warrant that system of behavior.	Students are able to: 1. describe a variety of possible situations in their lives where assertive behavior might be appropriate. 2. determine the losses or gains that might occur if assertive behavior were used in those situations. 3. imagine themselves in those situations and decide if the risks and possible consequences are acceptable.	Students are able to: 1. describe two possible situations where assertive behavior might be appropriate (i.e., situations that could happen presently or situations that could happen in the future). 2. a) determine possible losses that might come about during the situations described in #1 (i.e., rejection, anger others, etc.) b) determine possible gains that might occur during the situations described in #1 (i.e., self-esteem, respect from others, needs or desires would be met, etc.). 3. a) imagine themselves in the situations described in #1 and describe the risks and possible consequences b) determine if the risks and possible consequences are acceptable or not to them c) discuss why the risks and possible consequences are or are not acceptable. * demonstrate observable behaviors (i.e., demonstrate the ability to determine when it is "safe" for them to use assertive behavior, use assertive behavior when they feel it is appropriate in their lives, etc.).

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	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: A *Obj*: 3	Students will determine how life roles, settings, and events have influenced their present life styles.	Students are able to: 1. specify their present life style. 2. describe the life roles, settings and events that they have control over and explain how these have influenced their present life styles. 3. describe the life roles, settings, and important events that they have had no control over and explain how these have influenced their present life styles.	Students are able to: 1. specify their present life style according to immediate and long-range goals that are important to them. 2. a) describe four life roles, settings, and events they have had control over (i.e., work, leisure activities, buying habits, health habits, educational interests, etc.) b) explain how the above examples have influenced their present life style. 3. a) describe four life roles, settings, and events they have had no control over (i.e., birth, poverty or wealth, illness, accidents, location of home, sibling, etc.) b) explain how the above examples have influenced their present life style. * demonstrate observable behaviors (i.e., demonstrate an evaluation of their present life style, exhibit recognition responses or indicate upon request reasons why they exhibit their present life style, etc.).

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	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: B *Obj*: 3	Students will discuss how the compiling and integrating of information occurs throughout life.	Students are able to: 1. discuss how they compiled and integrate information in the past. 2. discuss situations where they presently compile and integrate information. 3. predict situations where they might need to compile and integrate information in the future. 4. discuss ways skills in compiling and integrating information can be improved in the future.	Students are able to: 1. a) discuss how infants compile and integrate information b) discuss how pre-schoolers compile and integrate information c) discuss how elementary school students compile and integrate information d) discuss how junior high students compile and integrate information. 2. discuss three situations where they presently compile and integrate information (i.e., class project, research paper, leisure reading, preparation for a summer job, etc.). 3. predict two situations where they might need to compile and integrate information in the future (i.e., choosing and succeeding in further education or in a career, developing new personal interests, learning how to relate to new family members, etc.). 4. discuss two ways skills in compiling and integrating information can be improved in the future (i.e., further education, on-the-job training, interest groups and activities, etc.). * demonstrate observable behaviors (i.e., effectively utilize skills that enable them to compile and integrate information, demonstrate by action or attitude that they value the skills used in compiling and integrating information as useful for the future, etc.).

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	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information *Role(s)*: Individual, Learner, Citizen, Consumer, Producer *Goal*: C *Obj*: 3	Students will evaluate the effects additional experience and information have had on those stereotypes in their lives.	Students are able to: 1. provide examples of situations when they have been exposed to information or had direct experience which has related to their stereotypes. 2. discuss how the additional information or experience affected their stereotypes. 3. discuss how they have applied the additional information or experience to their lives.	Students are able to: 1. a) provide one example of a situation when they were exposed to information and specify the stereotype it was related to b) provide one example of a situation when they had direct experience and specify the stereotype it was related to. 2. using the examples from #1, discuss whether stereotypes were strengthened or weakened by the additional information and experiences. 3. include the following in their discussion: ·whether or not they have relayed the information and experiences to others ·how the effects of the information and experience have further limited or have expanded their choices and opinions. * demonstrate observable behaviors (i.e., desires accurate information when confronted with a generalization or stereotype, transfers accurate information about others instead of transferring any inaccurate stereotypes, etc.).

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	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities *Role*(s): Individual *Goal*: A *Obj*: 2	Students will describe the results when responsibilities are not met by parents and children.	Students are able to: 1. describe a possible situation and the results when a child fails to meet a responsibility.	Students are able to: 1. a) describe one situation when they failed to meet a responsibility (i.e., did not do a chore, showed disrespect to a parent, showed negative behavior toward a sibling, etc.) b) describe the results for themselves when they failed to meet that responsibility (i.e., lost a privilege, felt guilty, lost the trust of a family member, etc.) c) describe the results for the family member(s) when they failed to meet the responsibility (i.e., family member felt they were of less value, family member lost a degree of trust in them, family member's rights were infringed upon, family life did not run smoothly, etc.).
		2. discuss what could happen if parents did not meet their responsibilities.	2. a) discuss what could happen if parents occasionally did not meet their responsibilities (i.e., parent could feel guilty, would lose some of the trust of other family members, would make other family members feel of less value, would cause family life not to run smoothly, would infringe on other members' rights, etc.) b) discuss what could happen if parents consistently did not meet their responsibilities; include the following in their discussion: ·a summary of the law concerning child abuse and neglect ·an acknowledgement that the majority of abuse or neglectful parents were

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Competency	Performance Indicators	Suggested Performance Levels
(continued)	(continued)	abused and neglected when they were children ·examples of a hotline number, persons, or agencies that they can contact if they are aware of a case of child abuse or neglect ·examples of what kind of help is given to families having this problem (i.e., family therapy, foster home care, etc.).
	3. analyze why it is important for both parents and children to meet their family responsibilities.	3. include four of the following points in their analysis: ·family members gain a sense of worthwhileness ·family members gain a sense of belonging and security ·family members have their physical needs met ·family members are allowed control, in varying degrees, over family life ·jobs to be done within the family are accomplished faster and smoother because of a sense of cooperation.
	4. privately examine times when they have and have not met their responsibilities in their families.	4. a) examine two times when they have met family responsibilities and the results of meeting those responsibilities b) examine one time when they did not meet a family responsibility and the results of not meeting that responsibility.
		* demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request reasons why persons should attempt to meet their family responsibilities and the results if those responsibilities are not met, etc.).

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	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsi-vilities *Role*(s): Learner *Goal*: B *Obj*: 3	Students will examine their taking of responsibility in their roles as learners.	Students are able to: 1. identify ways they take responsibility as learners. 2. analyze the effectiveness of their taking of responsibility in their roles as learners. 3. indicate ways they can improve their taking of responsibility in their roles as learners.	Students are able to: 1. identify three ways they take responsibility as learners (i.e., school attendance, finish assignments on time, request help if needed, attentiveness, application of study skills and a study system, etc.). 2. include the following discussion points in their analysis: ·how their responsibility-taking measures have aided them in learning ·how their responsibility-taking measures are related to their rights as learners ·which responsibility-taking measures are weak and/or which new ones need to be added. 3. a) indicate at least one area in the taking of responsibility which they wish to strengthen or initiate b) describe a means by which the strengthening or addition may be accomplished c) demonstrate effort in strengthening or adding the area identified in #3a. * demonstrate observable behaviors (i.e., take responsibility in their roles as learners, show a desire and effort to improve those areas where they need to tak more responsibility in their roles as learners, etc.).

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	Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities *Role*(s): Citizen *Goal*: C *Obj*: 3	Student will explain the interactive effects of citizen rights and citizen responsibilities.	Students are able to: 1. provide some examples of U.S. citizen rights and responsibilities. 2. explain the relationship between citizen rights and citizen responsibilities. 3. describe specific citizen rights that correlate with specific citizen responsibilities.	Students are able to: 1. a) provide two examples of rights of U.S. citizens b) provide two examples of responsibilities of U.S. citizens. 2. include the following points in their explanation: ·every right has an accompanying responsibility ·the more rights they have, then the more responsibilities they have also ·if they refuse their responsibilities, then they also have to give up their rights. 3. describe four specific citizen rights that correlate with four specific citizen responsibilities (i.e., the right to drive a car, the responsibility to drive safely--the right to protection under the law, the responsibility of obeying the laws--the right to free speech, the responsibility of honest speech without slander or libel--the right to own property, the responsibility to not steal or vandalize others' property--the right to a free public education, the responsibility of attending school, etc.). * demonstrate observable behaviors (i.e., demonstrate a willingness to meet their citizen responsibilities, demonstrate recognition responses or indicate upon request how their citizen rights correlate with responsibilities, etc.).

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Competency	Performance Indicators	Suggested Performance Levels
Content: V Rights & Responsibilities *Role(s)*: Consumer *Goal*: D *Obj*: 3	Students will evaluate their roles as consumers.	Students are able to: 1. explain how they are consumers.	Students are able to: 1. a) review the meaning of consumer: a person who buys or uses things b) list four products that they buy or use.
		2. analyze the major consumer skills.	2. include in their analysis the six following consumer skills: ·ability to understand money and to make change ·ability to determine the appropriate place of purchase ·recognition of the quality of merchandise ·ability to compare and contrast ·determination of need or priority ·recognition of the influence of advertising.
		3. evaluate their roles as consumers in respect to their consumer skills.	3. in their evaluation, select four consumer skills, determine how those skills affect their roles as consumers, and expound on their ability to perform those skills.
		4. evaluate their roles as consumers in respect to their consumer rights and responsibilities.	4. in their evaluation, select two of the following topics, determine how those topics affect their roles as consumers, and expound on their ability to make use of those legal aids and/or requirements: ·guarantees ·warrantees ·consumer resources (i.e., literature, organizations, etc.) ·consumer laws in their state.
			* demonstrate observable behaviors (i.e., exhibit a willingness to meet consumer responsibilities and use consumer rights, shows an appreciation or involvement in using consumer aids,

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	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	(continued)	demonstrates a willingness to improve weak areas in their consumer skills, etc.).
Content: V Rights & Responsi-bilities *Role*(s): Producer *Goal*: E *Obj*: 3	Students will evaluate the importance of having laws and contracts to protect producers	Students are able to: 1. explain that the category of producer includes both employers and employees. 2. provide examples of laws that protect producers. 3. evaluate the importance of having laws and contracts to protect producers.	Students are able to: 1. a) describe how employers are producers b) describe how employees are producers. 2. provide two examples of laws that protect producers (i.e., child labor laws, laws concerning monopolies, laws concerning unions and strikes, etc.). 3. include in their evaluation a description of: ·the consequences if there were no laws or contracts to protect producers ·the benefits of laws and contracts for the employer--producers ·the benefits of laws and contracts for the employee-producers. * demonstrate observable behaviors (i.e., exhibit a growing appreciation for the way laws and contracts can protect producers, demonstrate a willingness to abide by producer laws and contracts when applicable to them, etc.).

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	Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: A *Obj*: 3	Students will analyze how values affect their decisions and actions in their various life roles.	Students are able to: 1. analyze how values (theirs and others') affect their decisions. 2. analyze how values (theirs and others') affect their actions. 3. provide examples of how their values affect their decisions and actions in their various life roles.	Students are able to: 1. a) analyze how their values affect their decisions (i.e., more conviction, less flexibility, greater concerns over the outcome, etc.) b) analyze how others' values affect their decisions (i.e., parental influences affect them, peer pressure, the values of legislators affect the laws they decide about, etc.). 2. a) analyze how their values affect their actions (i.e., the greater the conviction the more one will risk taking action) b) analyze how their values affect their actions (i.e., in response according to their own values: risking action against values they strongly disagree with, risking action in agreement with other values.) 3. a) review their various life roles: personal, family members, learner, citizen, consumer, and producer b) provide one example for each life role of how their values affect their decisions and actions in those roles. * demonstrate observable behaviors (i.e., exhibit decisions and actions which appear to be consistent with their professed values, etc.).

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	Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: B *Obj*: 2	Students will evaluate the results when a systematic decision-making process is not used.	Students are able to: 1. describe some non-systematic methods of decision-making. 2. evaluate the consequences of not using a systematic decision-making process. 3. describe a situation when they did not use a systematic decision-making process.	Students are able to: 1. describe two non-systematic methods of decision-making (i.e., impulsivity, doing nothing and leaving the situation to chance, asking or letting someone else make the decision, etc.). 2. include two of the following examples in their evaluation and describe how those consequences would make them feel: ·decision would possibly not be the best one for them because it would not take into account their characteristics, capabilities, or values ·they would lose ownership of the decision and therefore self-esteem ·they would become reactive to the problem with little control over their environment. 3. a) describe a situation when they did not use a systematic decision-making process b) describe the process that was used c) describe the results of that situation when they did not use a systematic decision-making process. * demonstrate observable behaviors (i.e., demonstrate recognition responses or indicate upon request how not using systematic decision-making processes affects them, etc.).

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	Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making *Role*(s); Individual, Learner, Citizen, Consumer, Producer *Goal*: C *Obj*: 3	Students will provide examples and evaluate their present ability to generate alternatives, gather information, and assess the consequences in the decisions they make.	Students are able to: 1. provide examples of their ability to carry out every step of the decision-making process. 2. evaluate their present ability to generate alternatives, gather information, and assess the consequences in the decisions they make. 3. analyze how they have changed, improved, and/or still need to carry out the entire decision-making process.	Students are able to: 1. *a) specify an important decision to be made *b) show and/or explain how they follow each step in the decision-making process ·identification of the problem or goal ·information gathering ·determination of values of opinions ·generating and reviewing alternatives ·reviewing possible consequences ·choosing one alternative over the others (making the decision). 2. in their evaluation of their ability to generate alternatives, gather information, and assess consequences, include their judgments regarding: ·the effectiveness of their ability in these three areas ·their self-satisfaction with their ability in these three areas ·the way they use these three areas to work together to reach the best decision possible. 3. a) describe how they used to make decisions ten years ago b) analyze how they have changed and improved in their decision-making skills based on the decision-making steps of the process c) determine if there are any areas in the decision-making process that need improvement and discuss how they plan to improve that area.

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Competency		Performance Indicators	Suggested Performance Levels
Content: VII Achievement Motivation *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: A *Obj*: 3	Students will evaluate their ability to set goals and their use of the planning process in helping to achieve those goals.	Students are able to: 1. discuss their ability to set goals	Students are able to: 1. a) discuss their ability to set immediate goals (i.e., their ability to know their desires, their ability to pinpoint a specific goal, their ability to desire a goal enough to strive for it, etc.) b) discuss their ability to set long-range goals (i.e., ability to foresee themselves in the future, ability to plan their lives, ability to know their desires, ability to dedicate themselves to reaching a long-range goal, etc.).
		2. describe their use of planning process in helping to achieve their goals.	2. a) describe one immediate goal and one long-range goal they have set for themselves b) describe those elements involved in the planning process: ·planning the time allotted for preparation and reaching the goal ·planning use of materials, energy, money, effort, etc. in reaching the goal ·planning the steps involved in reaching the goal ·planning and anticipating the expected results in reaching the goal c) using the examples from #2a, describe how they used planning in reaching their immediate and long-range goals.
		3. evaluate their strengths and weaknesses in goal-setting and planning.	3. a) evaluate their strengths and weaknesses in goal-setting and planning based on the points discussed in #1a, #1b, and #2b b) discuss how they might strengthen those areas they have determined to be weak.

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	Competency	Performance Indicators	Suggested Performance Levels
	(continued)		* demonstrate observable behaviors (i.e., demonstrate their ability to usually set realistic goals and use the planning process to help achieve those goals, show a willingness and attempt to strengthen those weak areas in their goal-setting and planning processes, etc.
Content: VII Achievement Motivation *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: B *Obj*: 3	Students will assess their present ability to analyze, accomplish and evaluate tasks.	Students are able to: 1. discuss ways to analyze, accomplish, and evaluate tasks.	Students are able to: 1. discuss and give examples of the nine basic steps of analyzing, accomplishing, and evaluating tasks: ·determination of task purpose ·break task into smaller task-parts ·determining who needs to accomplish the task parts (i.e., individually or with help from others) ·deciding the sequence of the task-parts ·planning task accomplishment (i.e., who is to help them, when to work on the task, where to work on the task, what materials will be needed, etc.) ·carrying out the task-parts ·evaluating progress (i.e., pretest/progress tests, feedback from others, degree of self-satisfaction, etc.) ·making necessary corrections ·evaluating task achievement (i.e., post-test, reactions from others, degree of self-satisfaction and pride, accomplishment of task purpose, etc.).
		2. discuss how they presently analyze, accomplish, and evaluate tasks.	2. a) discuss how they presently analyze, accomplish, and evaluate tasks b) compare their present ability to those steps listed in #1.

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	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. explain how they would like to improve and expand their ability to analyze, accomplish, and evaluate tasks.	3. a) identify those areas they would like to improve or expand b) explain one way they will strive to improve or expand their weak areas (i.e., additional practice, writing down their analysis and plans, obtaining additional feedback from others, etc.). * demonstrate observable behaviors (i.e., analyze, accomplish, and evaluate many of their tasks; exhibit a willingness and attempt to improve their weak areas in task analysis, accomplishment, or evaluation, etc.).
Content: VIII Problem-Solving *Role*(s); Individual, Learner, Citizen Consumer, Producer *Goal:* A *Obj:* 3	Students will analyze how their communications skills encourage problem-solving.	Students are able to: 1. analyze how their communications skills encourage others to solve problems. 2. analyze how their communications skills encourage themselves in problem-solving situations.	Students are able to: 1. analyze three ways their communications skills encourage others to solve problems (i.e., reflective listening and responses encourage pinpointing of the problem; timing encourages the person to search for own solutions, listening for content helps the person to stick to the subject, etc.). 2. analyze two ways their communications skills encourage themselves in problem-solving (i.e., attentiveness, timing and listening to remember allow for learning of possible solutions, listening for content and reflective listening allow them to know if they have gone to the right source for help, etc.). * demonstrate observable behaviors (i.e., use reflective listening, I-messages, and other effective communications skills in helping others and themselves in problem-solving situations, etc.).

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	Competency	Performance Indicators	Suggested Performance Levels
Content: VIII Problem-Solving *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: B *Obj*: 3	Students will evaluate the need for flexibility in their roles and choices.	Students are able to: 1. explain how and why roles and choices change and broaden as they get older. 2. evaluate the need for flexibility in their roles and in their choices. 3. analyze their ability to be flexible in their roles and in their choices.	Students are able to: 1. include in their explanation examples of how: ·need change ·variety and number of alternative increase ·interests change. 2. include in their evaluation examples of: ·the need for flexibility when needs are not being met ·the need for flexibility when interests change ·the need for flexibility when original choices or plans do not succeed. 3. include in their analysis: ·a judgment concerning their ability to be flexible ·two example situations which support their judgment ·an example of how they might become better balanced in their roles and choices. * demonstrate observable behaviors (i.e., demonstrate flexibility in their roles and choices, exhibit a willingness and attempt to change those areas where they need to become better balanced in roles and choices, etc.).

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	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding *Role*(s): Individual *Goal*: A *Obj*: 3	Students will analyze their own personal skills that have contributed to satisfactory physical and mental health.	Students are able to: 1. demonstrate satisfactory physical and mental health. 2. analyze their personal skills that contributed to satisfactory physical and mental health. 3. discuss how they know when their physical and/or mental health needs improvement and describe methods that contribute toward improvement.	Students are able to: 1. *demonstrate satisfactory physical and mental health (as it appears to the student and teachers); most of the time demonstrates cleanliness, appropriate dress for the weather, lack of frequent illness due to neglect, preventive health care, relaxation techniques, feelings of self-worth, care for others, etc. 2. base their analysis upon five skills they feel have contributed most to their physical and mental health (i.e., methods of health care, relaxation, and feelings of self worth discussed in Kindergarten through 11th Grade). 3. a) discuss the warning signs when improvement in physical or mental health is needed (i.e., pain, lethargy, abnormal reactions, additional tension and nervousness, unexpected anger or worry, etc.) b) describe three methods that contribute toward improvement (i.e., seeing a doctor, prescribed drugs, changes in incorrect habits, re-evaluations of stressful situations and examination of relaxation and response methods, new types of leisure activities, etc.).

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	Competency	Performance Indicators	Suggested Performance Levels
Content: I Self Understanding *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: B *Obj*: 3	Students will appreciate their uniqueness and encourage that uniqueness.	Students are able to: 1. describe their uniqueness and why they appreciate that uniqueness. 2. describe methods they presently use and might use in the future to encourage their uniqueness. 3. describe ways people compensate when they cannot accept their uniqueness.	Students are able to: 1. a) describe two ways they are unique b) describe their appreciation of that uniqueness in respect to benefits for self and others, and the effect upon the feelings of self and others. 2. a) describe three methods presently used to encourage uniqueness (i.e., time and effort in learning, practicing, evaluating responses, etc.) b) predict two methods they might use in the future (i.e., time and effort in further evaluation of responses, etc.). 3. describe two ways people compensate when they cannot accept their uniqueness (i.e., denial, withdrawal, tension resulting in physical problems, etc.). * demonstrate observable behaviors (i.e., acceptance of their uniqueness, attempts at further developing their talents, etc.).
Content: I Self Understanding *Role*(s): Individual, Learner, Citizen, Consumer, Producer	Students will assess how taking responsibility enhances their lives.	Students are able to: 1. provide examples of ways they presently take responsibility. 2. explain how taking responsibility enhances their lives.	Students are able to: 1. provide four examples of ways they presently take responsibility. 2. include three examples in their explanation of the benefits of responsibility (i.e., growth in feelings of self worth, physical health, intellectual ability, etc.).

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	Competency	Performance Indicators	Suggested Performance Levels
Goal: C *Obj*: 3	(continued)	3. predict how taking on additional responsibilities in the future may enhance their lives.	3. predict three future responsibilities to focus upon in their discussion of the benefits of future responsibilities. * demonstrate observable behaviors (i.e., demonstrates appropriate responsibility-taking at school, indicates on request or exhibits recognition responses of how their own taking of responsibility will enhance their lives, etc.).
Content: II Inter-personal Relations *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: A *Obj*: 3	Students will evaluate their current communications skills and will continually improve those skills.	Students are able to: 1. evaluate their current communications skills. 2. determine those areas in communications skills needing improvement. 3. plan methods of improvement for either strengthening weak communications skills or adding skills that they are lacking.	Students are able to: 1. base their evaluation upon the following five major areas: ·listening skills ·speaking skills ·feelings, communications, reflective listening and I-messages ·nonverbal communications ·group communication 2. specify at least one area evaluated in #1 where improvement is needed. 3. *a) plan a method of improvement to either strengthen a weak communications skill or to add one that is lacking *b) carry out the plan devised for improvement; report on their progress.

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	Competency	Performance Indicators	Suggested Performance Levels
Content: II Inter-personal Relations *Role*(s): Individual *Goal*: B *Obj*: 3	Students will predict the type of families they might have in the future and how they might develop skills to relate effectively within those settings.	Students are able to: 1. determine what type of family they would like to have in the future. 2. compare their "future family" to the family they grew up with. 3. analyze how they might develop skills that will aid them in relating effectively within those relationships of their future family.	Students are able to: 1. describe the type of family they would like to have in the future (i.e., married or not, married couple only, number of children, etc.). 2. compare the example from #1 with the family they grew up with and indicate possible reasons for any differences that occur. 3. a) review the skills that encourage effective relationships within families: ·treat each other as equal in worth and dignity ·show respect toward each other ·listen to each other ·communicate with each other ·cooperate with each other ·constructively solve problems instead of allowing anger to remain ·show care and love in spite of mistakes (i.e., "I love you, not what you are doing. . .") ·trust each other ·show loyalty toward each other ·share time with each other

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	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. (continued)	b) include in their analysis three of the following examples of ways they have and can develop the skills described in #1b: ·practice skills in their present family situation ·continue to read and learn about the importance and techniques of such skills ·when appropriate, practice skills in friendship relationships ·begin using skills from the very onset of their "future family" relationships. * demonstrate observable behaviors (i.e., exhibit within the classroom similar beliefs and skills that would be applicable in effective family relationships, demonstrate recognition responses or indicates upon request an understanding of effective family relationships, etc.).
Content: II Inter-personal Relations *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: C *Obj*: 3	Students will explain the value of maintaining effective friendships throughout life in today's interdependent society.	Students are able to: 1. evaluate the gains and contributions that result from having effective friendships. 2. predict the gains and contributions that may result from	Students are able to: 1. a) evaluate at least three gains from effective friendships (i.e., feelings of worth, companionship, encouragement of growth and development, help in fulfilling needs and desires, etc.) b) evaluate at least three contributions toward effective friendships (i.e., showing respect and care, giving encouragement for growth and development, helping to fulfill needs or desires, sharing time in a variety of ways, etc.). 2. a) predict two ways friendships may change later on in life (i.e., friendships with

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Competency	Performance Indicators	Suggested Performance Levels
(continued)	2. (continued) continuing to make and keep effective friendships later on in life.	community workers, friendships with fellow workers, friendships with neighbors, etc.) b) predict two gains and two contributions that future effective friendships will provide and demand (i.e., gains and contributions will become more intense, the number of relationships will become even more varied, as needs and desires grow or change, so will friendships, etc.).
	3. explain the value of continuing effective friendships in today's interdependent society.	3. a) explain the meaning of interdependence (i.e. depending on one another to fulfill needs and desires) b) describe three examples of how today's society is interdependent (i.e., for food we depend on farmers, marketers, truckers, salespersons, etc.) c) explain two reasons why continuing effective friendships would be beneficial in today's interdependent society (i.e., needs could be fulfilled on a more personal level, more confidence in depending on friends, expanded areas or "market" for own contributions, emotional support in a complex society, etc. * demonstrate observable behaviors (i.e., exhibit the ability to make and keep friends, demonstrate recognition responses or indicate upon request the value of continuing effective friendships in today's complex society, etc.).

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	Competency	Performance Indicators	Suggested Performance Levels
Content: II Interpersonal Relations *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: D *Obj*: 3	Students will evaluate their behaviors toward others and decide which are effective in interpersonal relationships and which need improvement.	Students are able to: 1. describe those behaviors which encourage and are effective in interpersonal relationships. 2. evaluate their behavior toward others as effective or ineffective in interpersonal relationships.	Students are able to: 1. describe six of the ten following behaviors that encourage and are effective in interpersonal relationships: ·treat each other as equal in worth and dignity ·show respect toward each other ·listen to each other ·communicate with each other ·cooperate with each other ·constructively solve problems instead of demonstrating anger or allowing anger to remain ·show care and love in spite of mistakes ·trust each other ·show loyalty toward each other ·share time with each other. 2. a) compare their behavior in interpersonal relationships to those ten behaviors listed in #1 b) evaluate their behaviors according to the following points: ·does their behaviors encourage interpersonal relationships ·is their behavior effective in helping others feel good about themselves and the relationship ·is their behavior effective in allowing themselves to benefit from the relationship

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	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. describe those behaviors which need changing or strengthening and discuss their plans for improvement.	3. a) specify one behavior that needs changing or strengthening b) describe what new or more effective behavior they would like to incorporate in their relationships c) discuss how they plan to improve the behavior identified in #3a. * demonstrate observable behaviors (i.e., encourag interpersonal relationships, encourage positive feelings in their relationships, benefit themselves from their relationships, etc.).
Content: III Expressing Ideas *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: A *Obj*: 3	Students will evaluate the effectiveness of their own methods of expression in their daily lives.	Students are able to: 1. evaluate the effectiveness of their methods of expression in their family relationships.	Students are able to: 1. include the following in their evaluation: ·three examples of how they express their opinions or beliefs in their family relationships (i.e., verbally, non-verbally, written form) ·indicate whether or not their methods of expression allow for others to express themselves (i.e., open-ended statements showing respect to others, appropriate non-verbal expression, etc.) ·indicate whether or not they are able to effectively convey their feelings and ideas (i.e., as indicated by other reactions and their own self-satisfaction ·indicate how they could improve their expression skills in their family relationships.

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Competency	Performance Indicators	Suggested Performance Levels
(continued)	2. evaluate the effectiveness of their methods of expression in their peer relationships.	2. include the following in their evaluation: ·three examples of how they express their opinions and beliefs in their peer relationships (i.e., verbally, non-verbally, written form) ·indicate whether or not their methods of expression allow for others to express themselves (i.e., open-ended statements, showing respect to others, appropriate non-verbal expression, etc.) ·indicate whether or not they are able to effectively convey their own feelings and ideas (i.e., as indicated by others' reactions and their own self-satisfaction) ·indicate how they could improve their expression skills in their peer relationships.
	3. evaluate the effectiveness of their methods of expression as learners.	3. include the following in their evaluation: ·two examples of how they express their opinions or beliefs in classroom situations ·indicate if their methods of expression allow for others to feel respected and to express themselves ·whether or not they are able to effectively convey their feelings and ideas (i.e., as indicated by others' reactions and their own self-satisfaction) ·indicate how they could improve their expression skills in their role as learners.
239	4. evaluate the effectiveness of their methods of expression as citizens.	4. include the following in their evaluation: ·one example of how they express their opinions or beliefs as citizens

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Competency	Performance Indicators	Suggested Performance Levels
(continued)	4. (continued)	·whether or not they are able to effectively convey their feelings and ideas (i.e., as indicated by others' reactions and their own self-satisfaction) ·indicate how they could improve their expression skills in their role as citizens.
	5. evaluate the effectiveness of their methods of expression as consumers.	5. include the following in their evaluation: ·one example of how they express their opinions or beliefs as consumers ·whether or not they are able to effectively convey their feelings and ideas (i.e., as indicated by others' reactions and their own self-satisfaction) ·indicate how they could improve their expression skills in their role as consumers.
	6. evaluate the effectiveness of their methods of expression as producers.	6. include the following in their evaluation: ·one example of how they express their opinions or beliefs as producers ·whether or not they are able to effectively convey their feelings and ideas (i.e., as indicated by others' reactions and their own self-satisfaction) ·indicate how they could improve their expression skills in their role as producers.
		* demonstrate observable behaviors (i.e., demonstrate effective expression skills in their relationships in the school setting, attempt to strengthen those areas of expression in which they are weak, etc.).

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Competency	Performance Indicators	Suggested Performance Levels
Content: III Expressing Ideas *Role*(s); Individual, Learner, Citizen, Consumer, Producer *Goal*: B *Obj*: 3	Students will evaluate the effectiveness of their assertive behavior.	Students are able to: 1. describe situations where they have used assertive behavior and describe the type of assertive behavior they used.	Students are able to: 1. a) describe two situations where they have used assertive behavior b) describe the style of assertive behavior they used in the situations described in #1 (i.e., emphatic assertion, confrontive assertion, language assertion, excalating assertion) c) describe the nonverbal expressions they used in the situations described in #1 (i.e., gestures, facial expressions, posture, eye contact, etc.). d) describe any relaxation techniques or preparation they used in the situations described in #1 (i.e., deep breathing, tension/relaxation, guided imagery, self-talk, etc.)
		2. evaluate the effectiveness of their assertive behavior.	2. a) using the situations described in #1 as examples, include the following in their evaluation: ·whether or not the consequences were acceptable to them ·the effects of the assertive behavior on themselves ·the effects of the assertive behavior on others ·whether or not their needs or desires were met and self-respect increased by their behavior ·whether or not others' safety, self-respect or dignity were interfered with

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	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. (continued) 3. predict how they might be able to use assertive behavior in their future life roles.	b) discuss whether or not they have any weak areas in their assertive behavior and indicate how these could be improved. 3. predict three possible situations when they might use assertive behavior in their future life roles (learner/assertive behavior with a professor concerning an exam answer, consumer /assertive behavior with a pushy salesperson, producer/assertive behavior with the employer concerning a raise, etc.). * demonstrate observable behaviors (i.e., appropriately use assertive behavior whenever possibl refrain from aggressive or consistent non-assertive behavior, willingly try to strengthen any weak areas, etc.).
Content: IV Gathering & Processing Information *Role*(s): Individual Learner, Citizen, Consumer, Produer *Goal*: A *Obj*: 3	Students will assess the interactive effects of life roles, settings, and events and how these lead to a preferred life style.	Students are able to: 1. describe what they consider a preferred life style. 2. assess the interactive effects of life roles, settings, and events and their influence upon life styles.	Students are able to: 1. a) describe what they consider a preferred life style b) indicate if (and how) their preferred life style differs from their present life style 2. a) assess the effects of life roles, both those that can and cannot be controlled, upon life styles b) assess the effects of settings, both those that can and cannot be controlled, upon life styles c) assess the effects of important events, both those that can and cannot be controlle upon life styles.

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	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. assess how the interactive effects of life roles, settings, and events can lead to a preferred life style for the future	3. include in their assessment the following points: ·the effects due to the ability to control life roles, settings, and events ·the importance of setting intermediate and long-range goals ·the importance of flexible planning ·the importance of attitudes concerning those life roles, settings, and events that cannot be controlled. * demonstrate observable behaviors (i.e., evaluate their present life style; change roles, settings, events, and goals to be more compatible with either their present or a preferred life style, etc.).
Content: IV Gathering & Processing Information *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: B *Obj*: 3	Students will evaluate their methods of compiling and integrating information and explore future methods of compiling information.	Students are able to: 1. review methods and the skills involved in compiling and integrating information. 2. evaluate their methods of compiling and integrating information.	Students are able to: 1. a) describe five methods of compiling information (i.e., dictionary, reference books, library, phone book, museums, other people, computers, video-tape recorders, etc.) b) describe five skills involved in compiling and integrating information (i.e., listening, reading, writing, understanding alphabetical order, outlining and organizing resources, remembering, etc.). 2. include in their evaluation: ·those methods and skills they use in compiling and integrating information ·those methods and skills they consider effective in compiling and integrating information

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	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. (continued)	·those methods and skills they need to learn or to improve ·suggestions on how they can improve their ability to compile and integrate information.
		3. predict future methods of compiling information.	3. predict and discuss one method of compiling information that might be used in the future (i.e., home computers, telephone tie-in connections to a library computer, etc.). * demonstrate observable behaviors (i.e., effectively utilize skills that enable them to compile and integrate information, attempt to strengthen any weak areas in their ability to compile and integrate information, receptive attitude to new ways of compiling and integrating information, etc.).

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	Competency	Performance Indicators	Suggested Performance Levels
Content: IV Gathering & Processing Information *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: C *Obj*: 3	Students will evaluate their stereotypes and explain those they have changed.	Students are able to: 1. provide examples of their past and present stereotypes. 2. evaluate why these stereotypes did or do exist. 3. explain those stereotypes they have changed.	Students are able to: 1. provide two examples of past or present stereotypes. 2. include in their evaluation: ·the influence of experiences ·parental influence ·peer influence ·the influence of society ·any other influences that were important to them. 3. a) explain which stereotypes they have changed b) describe why that change came about. * demonstrate observable behaviors (i.e., demonstrate recognition responses of their present and past stereotypes, seek additional accurate information or experiences to support or change their point of view, be willing to change inaccurate stereotypes, etc.).
Content: V Rights & Responsibilities *Role*: Individual *Goal*: A *Obj*: 3	Students will examine their own taking of responsibility within the family and its effects on self and others.	Students are able to: 1. describe how they take responsibility within their family and how it affects themselves and others.	Students are able to: 1. a) describe ways they take responsibility within their family (i.e., showing respect, treating family members as equal in worth and dignity, performing chores that contribute toward family life, etc.) b) describe how their taking of responsibility within their family affects them c) describe how their taking of responsibility within their family affects other family members.

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	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. examine those times when they avoid taking responsibility and how it affects themselves and others.	2. a) examine those times when they avoid taking responsibility within their family b) determine why they tend to avoid taking those responsibilities c) describe how their avoiding responsibility affects them d) describe how their avoiding responsibility affects other family members.
		3. plan ways to improve weak areas in their taking of responsibility within their family.	3. a) determine those areas of taking responsibility they are weak in b) indicate how they plan to improve those weak areas of taking responsibility within their family.
		4. indicate how their present pattern of responsibility-taking may affect their future family.	4. indicate one way their present pattern of responsibility-taking may affect their future family.
			* demonstrate observable behaviors (i.e., exhibit an interest in learning about the family, demonstrate recognition of their family responsibility-taking pattern, etc.).
Content: V Rights & Responsibilities *Role*: Learner *Goal*: B *Obj*: 3	Students will evaluate how they continue to be learners and how they utilize the knowledge of their rights and responsibilities as learners.	Students are able to: 1. discuss ways they will continue to be learners after they leave high school.	Students are able to: 1. discuss two ways they will continue to be learners after they leave high school (i.e., college, technical school, learning on the job, learning leisure activities, learning how to function in their life roles, etc.).

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	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. discuss how they can use knowledge of their learner rights and responsibilities in the future. 3. discuss how they can continually improve or refine their use of learner rights and their meeting of learner responsibilities.	2. discuss two ways they can use knowledge of their learner rights and responsibilities in the future (i.e., they will know to ask and whom to ask if they need help in learning, they will have the proper study skills, they will understand the intrinsic and extrinsic rewards of learning, etc.). 3. discuss two ways they can continually improve or refine their use of learner rights and their meeting of learner responsibilities (i.e., openness to learning in all areas, keeping well informed, continual practice of the skills they have developed, etc.). * demonstrate observable behaviors (i.e., exhibit a willingness to learn in different areas of their lives, demonstrate recognition responses or indicate upon request what their learner rights and responsibilities are and how these will apply in the future, etc.).
Content: V Rights & Responsibilities *Role*: Citizen *Goal*: C *Obj*: 3	Students will evaluate their responsibility as citizens of their towns, state, and country.	Students are able to: 1. describe ways they presently take responsibility as citizens of their towns, state, and country.	Students are able to: 1. a) describe three ways they presently take responsibility as citizens of their towns, state, and country (i.e., vote, pay taxes, observe traffic laws, respect property, etc.) b) evaluate their present taking or responsibility as citizens according to the following points: ·when do they avoid taking responsibility ·why do they avoid taking responsibility ·what responsibility-taking measures will they improve.

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	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	2. describe ways they will take responsibility as citizens.	2. describe two ways they will take responsibility in the future (i.e., vote when 18 years old, become involved in city functions, pay property taxes, etc.).
		3. explain how they can continually improve themselves to be more responsible citizens.	3. include in their explanation two examples of how they can continually improve themselves to be more responsible citizens (i.e., stay informed on public issues; understand what the candidates believe in; be contributing members of their communities, state, and country, etc.)
			* demonstrate observable behaviors (i.e., vote when of age, show a willingness to become involved in community activities, exhibit a willingness to obey laws, etc.).
Content: V Rights & Responsibilities *Role*: Consumer *Goal*: D *Obj*: 3	Students will analyze how they, as consumers, help to support our economic system.	Students are able to: 1. describe our economic system.	Students are able to: 1. describe our economic system in respect to: ·mixed capitalism (on a continuum between government-controlled economics and laizze-faire economics) ·the law of supply and demand ·the effects of the monetary system ·the effects of our legal system
		2. analyze how consumers help to support our economic system.	2. a) include in their analysis such aspects of consumerism as the use of money, demands for quality merchandise and services, and the intensity of need b) include in their analysis examples of how they help to support the economic system (i.e., their use of money, their demands for quality merchandise or services, the influence of their need, and their exercise of consumer rights and responsibilities, etc.).

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	Competency	Performance Indicators	Suggested Performance Levels
	(continued)		* demonstrate observable behaviors (i.e., indicate an appreciation for the far-reaching effects of the economic system, demonstrate a willingness to use consumer rights and meet consumer responsibilities, etc.).
Content: V Rights & Responsibilities *Role*: Producer *Goal*: E *Obj*: 3	Students will speculate what their rights and responsibilities might be as producers in the future.	Students are able to: 1. indicate how they fulfill their producer roles presently. 2. indicate what producer roles they would like to have in the future. 3. predict their rights in those producer roles. 4. predict their responsibilities in those producer roles.	Students are able to: 1. a) indicate how they are presently producers b) describe how they enjoy producer rights and meet producer responsibilities. 2. describe two producer roles they would like to have in the future world of work--one as an employer and one as an employee. 3. a) predict two of their rights as an employer (i.e., rights of: reward--intrinsic and extrinsic, cooperation from employees, compliance of buyers with their contracts, etc.) b) predict two of their rights as an employee (i.e., rights of: respect, reward--intrinsic and extrinsic, cooperation from employers, compliance with their contract, etc.). 4. a) predict three of their responsibilities as an employer (i.e., responsibility to: comply with employees contracts; cooperate with buyers and employees; pay taxes, provide adequate materials, work environment, and services for employees; etc.)

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	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	4. (continued)	4. b) predict three of their responsibilities as an employee (i.e., responsibility to: cooperate with fellow workers, supply their best effort toward successful task accomplishment, understand how to accomplish the task, pay taxes, comply with their part of the contract, etc.). * demonstrate observable behaviors (i.e., meet their present producer responsibilities and appreciate present producer rights, demonstrate recognition responses or indicate upon request how producer rights and responsibilities might affect them in the future, etc.).
Content: VI Valuing & Decision-Making *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: A *Obj*: 3	Students will summarize the importance of understanding their attitudes and values and how those attitudes and values affect their lives.	Students are able to: 1. analyze why it is important to understand and evaluate their attitudes and values. 2. analyze the benefits of understanding how attitudes and values affect their lives.	Students are able to: 1. include in their analysis a discussion of: ·the influence attitudes and values have upon their decisions and actions ·the influence attitudes and values have on others' lives ·that attitudes and values may change as they learn and mature. 2. include two or more examples of benefits in their analysis (i.e., inner peace regarding why they decide the way they do, more rational decisions and actions because of forethought regarding what is important to them, more directed lives as the result of planned decisions instead of random ones, etc.).

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Competency	Performance Indicators	Suggested Performance Levels
(continued)	3. explain how their attitudes and values will affect their future lives.	3. explain two ways their attitudes and values will affect their future lives (i.e., in job choice, choice of a life-partner, family planning, aging adjustment, etc.). * demonstrate observable behaviors (i.e., exhibit a "value pattern" that is their own rather than continually changing values to fit into someone else's expectations, demonstrate decisions and actions that are consistent with their professed values, show an ability to reevaluate their values as they learn and mature, etc.).
Content: VI Valuing & Decision-Making *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: B *Obj*: 3	Students will analyze how the decision-making process can be used effectively by themselves and others.	Students are able to: 1. describe the decision-making process that others appear to use.
		Students are able to: 1. a) review the decision-making process: ·identification of the decision to be made ·information gathering ·determination of values and opinions ·generating and reviewing alternatives ·reviewing possible consequences and risks ·choosing an alternative (making the decision) b) choose two persons of different ages and describe the decision-making process they appear to use c) indicate whether the processes described in #1b appear to be effective or not.
	2. describe feelings and outcomes that indicate whether or not the decision-making process is effective.	2. describe four of the following example feelings and outcomes that indicate whether or not the decision-making process is effective: ·satisfaction with the consequences of the decision

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Competency	Performance Indicators	Suggested Performance Levels
(continued)	2. (continued)	·feelings of self-esteem and confidence ·feelings of decision ownership and control their lives ·consequences of the decision occur as expected the majority of the time ·feelings of conviction concerning their decision.
	3. analyze whether or not their decision-making process is effective for them and indicate how it could be made more effective.	3. a) include the following points in their analysis: ·description of the basic steps of their personal decision-making process ·evaluation of their decision-making process as effective or ineffective (see #2 for examples of feelings and outcomes that indicate effectiveness) ·indication of which steps (if any) in their decision-making process they would like to change and how they plan to make those changes b) explain two ways an effective decision-making process can affect their future roles (i.e., personal health, family life and style, job choice, etc.).
		* demonstrate observable behaviors (i.e., exhibits a willingness to systematically make decisions, show a willingness and attempt to improve the weak areas in their decision-making process, etc.).

TWELFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
Content: VI Valuing & Decision-Making *Role*(s): Individual, Learner, Citizen, Consumer, Producer, *Goal*: C *Obj*: 3	Students will implement the decision-making process when making decisions in their various life roles.	Students are able to: 1. explain the decision-making process. 2. describe the types of decisions they have to make in their various life roles. 3. evaluate how well they use the decision-making process when making a decision. 4. analyze how they may improve their decision-making processes.	Students are able to: 1. explain the different ways that they: ·identify the problem or goal ·gather information ·determine values and opinions ·generate and review alternatives ·review possible consequences ·assess risks ·choose an alternative (make the decision) 2. describe one type of decision for each of their life roles (i.e., health decision, family decision, decision concerning education, community decisions, decisions when buying goods, decisions on the job etc.). 3. evaluate their ability to use the decision-making process as to: ·effectiveness of their decisions ·following the six steps of the process consistently ·self-satisfaction concerning their decisions. 4. include in their analysis: ·which of the six steps in the decision-making process they are weak in ·what they presently are doing that is ineffective ·what they should do in order to strengthen their weak area(s).

TWELFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)		* demonstrate observable behaviors (i.e., exhibits the ability to generally use an effective decision-making process, demonstrates a willingness and attempt to improve any weak areas in their decision-making process, etc.).
Content: VII Achievement Motivation *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: A *Obj*: 3	Students will assess their ability to achieve past goals and integrate this knowledge for the future.	Students are able to: 1. evaluate their ability in achieving past goals. 2. assess the factors that have helped and/or hindered their achievement of goals.	Students are able to: 1. a) describe two past goals b) describe their criteria for goal-achievement for both goals c) evaluate whether or not they satisfied the criteria for goal achievement for both goals. 2. include in their assessment examples of such factors as: ·accurate/inaccurate assessment of capabilities ·accurate/inaccurate assessment of interests or priority ·availability/nonavailability of time to pursue the goals ·use/no use of means of evaluation of progres in reaching the goals ·encouragement/discouragement from others ·confident attitude in working toward the goals/attitude or failure from the beginning (i.e., "mind-set") ·satisfactory circumstances or event/ unexpected detrimental circumstances or events.

TWELFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. create a plan for more successful goal achievement in the future.	3. *create and carry out their own individual plan for goal achievement (i.e., state the goal; assess their capabilities, interests, and priorities or values; assess the availability of their time; decide on the types of evaluation they will use to measure goal progress; gather information and learn about all aspects of their goal; work toward their goal with an attitude of success and confidence).
Content: VII Achievement Motivation *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: B *Obj*: 3	Students will predict how task analysis and evaluation may apply to their achievement of future goals.	Students are able to: 1. describe some future goals they would like to achieve. 2. predict how task analysis can apply to their achievement of future goals.	Students are able to: 1. describe one future goal they would like to achieve (i.e., go to college, get a particular job, buy a car, etc.). 2. a) provide examples of how task analysis and planning can apply to achievement of the goal identified in #1 (i.e., task purpose; task-parts; necessary help from others; sequence of task-parts; planning when, where, who, and what materiasl; etc.) b) discuss how task analysis and planning can assist them in successfuly reaching their future goal (i.e., efficient use of time, less chance of getting "off track", sound base of information to act upon, etc.).

TWELFTH GRADE

Competency		Performance Indicators	Suggested Performance Levels
Content: VIII Problem-Solving *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: A *Obj*: 3	Students will use appropriate resources to help themselves and others.	Students are able to: 1. evaluate their ability to help themselves and others and acknowledge their limitations.	Students are able to: 1. a) evaluate their ability to help themselves and others based on the following: ·their communications skills ·their ability to care and empathize ·the effectiveness of their past implementation of the problem-solving process b) specify their limitations in helping solve their and others' problems (i.e., lack necessary knowledge, lack of necessary physical strength, lack of empathy or understanding, lack of adequate perspective, etc.).
		2. assess the resources available to them and others to help with problems.	2. a) provide six examples of the types of resources available to them and others to help with problems (i.e., parents, advisors, teachers; informative sources such as encyclopedias, dictionaries, telephone book, libraries...; counselors such as financial counselors, rehabilitation counselors, family counselors, school counselors...; doctors and nurses; religious leaders such as ministers, priests, rabbis...; etc.). b) describe the types of problems the resources identified in #2a specialize in helping (i.e., doctors/serious or potentially serious physical problems; libraries/problems dealing with lack of information; etc.).

TWELFTH GRADE

	Competency	Performance Indicators	Suggested Performance Levels
	(continued)	3. describe situations when they have used or could use an outside resource to help others.	3. a) describe a situation where they wanted to help another person but did not have the necessary qualifications or ability to help. (The situation should be described in generalities and specific persons should not be identified.) b) describe the outside resource they encouraged the person to use--or could have encouraged them to use--in helping solve the problem. * demonstrate observable behaviors (i.e., exhibit a caring attitude for other people, use communications skills to help others and themselves in problem-solving situations, acknowledge their limitations in helping themselves and others and refer themselves or others to the appropriate helping resource, etc.).
Content: VIII Problem-Solving *Role*(s): Individual, Learner, Citizen, Consumer, Producer *Goal*: B *Obj*: 3	Students will analyze how concerns change as situations and roles change.	Students are able to: 1. describe some of their past concerns and their present concerns, and predict a variety of other future concerns.	Students are able to: 1. a) describe two past concerns (i.e., how to ride a bicycle, how to get on a baseball team, if they can get a driver's license, etc.) b) describe two present concerns (i.e., will they graduate, where will they go to college, where will they get a job, etc.) c) predict four of their possible future concerns (i.e., who will they marry, where will the money for bills come from if they are hurt or killed, will they have children, will they have to live in a nursing home when they are older, etc.).

TWELFTH GRADE

Competency	Performance Indicators	Suggested Performance Levels
(continued)	2. explain the changes that may take place in their roles and in situations as they get older.	2. include in their explanation examples dealing w ·changes in roles due to changes in interests, skills and needs (i.e., interests in a different job, desire for a mate, desire to have children, etc.) ·changes in situations that they have control over (i.e., buying a home, choosing to live at home or live with a relative or friend, choosing to work or live off a retirement income, etc.) ·changes in situations that they have no control over (i.e., illness, accidents, financial loss, etc.).
	3. analyze how concerns change as situations and roles change.	3. include in their analysis examples of how: ·situations and roles can change unexpectedly (i.e., illness causing great financial stress, accident causing a handicap, unexpected pregnancy, death of a spouse, etc.) ·situations and roles can change with planning (i.e. marriage, pregnancy, change in jobs, etc.). ·concerns that may accompany those changing situations and roles (i.e., responsibility for supporting a family, caring for and raising children, learning new job expectations, etc.).
		* demonstrate observable behaviors (i.e., exhibit a flexible--rather than rigid--attitude toward changes in their lives, demonstrate recognition responses or indicate upon request how concerns will change as situations and roles inevitably change, etc.).

SECONDARY SCHOOL GUIDANCE PROGRESS REPORTS

Seventh Grade - Twelfth Grade

Grade 7

KEY: ✓ : the child has accomplished this step
W : the child is still working on this step
☐ : this step does not apply at this time

Content Areas	YOU CAN:	QUARTERS 1	2	3	4
Self Understanding	Distinguish between things helpful & harmful to physical health				
	Analyze how characteristics & abilities can be expanded				
	Evaluate the relationship between mass media & self-control				
Interpersonal Relations	Explain how communications skills contribute toward group work				
	Analyze effective family relationships, their importance & necessary beliefs and skills				
	Evaluate how actions help or hinder group cooperation/achievement				
	Evaluate peer/adult interaction in relation to goals of behavior				
Expressing Ideas	Demonstrate skills in written expression of opinions & beliefs				
	Describe emotional blocks to assertive behavior				
Gathering & Processing Information	Evaluate your feelings in a variety of settings				
	Relate learning at school to your leisure activities				
	Analyze the effects information can have on stereotypes				
Rights & Responsibilities	Describe importance & benefits of understanding family rights & responsibilities				
	Analyze school as a learning environment and its effects on you				
	Describe legal rights and responsibilities as a citizen of your town & state				
	Analyze your family's spending patterns				
	Describe general rights & responsibilities of producers				
Valuing & Decision Making	Compare & contrast others' values				
	Describe importance of examining your values & opinions when making decisions				
	Describe personal decisions based on your values & opinions				
Achievement Motivation	Describe how others use planning, trial-and-error, & goal-setting				
	Describe methods & effects of evaluating achievement				
Problem Solving	Explore the problem-solving process & how listening & talking help				
	Predict ways some careers may be different in the future				

Grade 8

KEY: ✓ : the child has accomplished this step
W : the child is still working on this step
☐ : this step does not apply at this time

Content Areas	YOU CAN:	QUARTERS 1	2	3	4
Self Understanding	Distinguish between things helpful & harmful to mental health				
	Analyze how characteristics, abilities & interests relate to jobs				
	Analyze how determining problem ownership helps in better management of self and environment				
Interpersonal Relations	Analyze effective public speaking methods & skills				
	Describe a family meeting; explain how it contributes toward effective family relations				
	Evaluate importance of friendships with peers & adults				
	Describe when your behavior affects others' behavior toward you				
Expressing Ideas	Examine your methods of expressing opinions & beliefs				
	Describe non-assertive & aggressive behaviors & the problems they cause				
Gathering & Processing Information	Predict your feelings in a variety of potential settings				
	Relate learning at school to your citizen & consumer activities				
	Describe jobs & their stereotypes; analyze how they are reinforced				
Rights & Responsibilities	Compare & contrast the responsibilities of all family members				
	Describe personal learning & study skills as ways of meeting learner responsibilities				
	Determine abilities which comprise an effective consumer				
	Describe your legal rights & responsibilities as a U.S. citizen				
	Analyze how producers cooperate to accomplish difficult tasks				
Valuing & Decision Making	Analyze effects of people having different beliefs & values				
	Analyze the importance of generating alternatives & assessing consequences for decision-making				
	Analyze how past decisions influence your present decisions				
Achievement Motivation	Contrast goals you desire with goals you expect to complete				
	Examine the process & sequence of task accomplishment				
Problem Solving	Evaluate your limitations in helping self and others				
	Predict how you may change to fit into a future career				

Grade 9

KEY: ✓ : you have accomplished this step
W : you are still working on this step
☐ : this step does not apply at this time

Content Areas	YOU CAN:	QUARTERS 1	2	3	4
Self Understanding	Indicate the effects leisure activities have on your total health				
	Define your unique values, interests & capabilities				
	Evaluate how responsibility helps you manage your life				
Interpersonal Relations	Communicate appreciation when others successfully complete a difficult task				
	Describe how the family constellations concept applies to you				
	Evaluate the importance and effects of group friendships				
	Describe how you can act to provoke desired behavior in others				
Expressing Ideas	Analyze when written expressions of opinions & beliefs are effective in influencing others				
	Analyze the four types of assertiveness styles				
Gathering & Processing Information	Analyze how life roles, settings, & events determine preferred life-styles				
	Relate learning & study skills to your work activities				
	Analyze stereotypes existing for you & how they limit your choices				
Rights & Responsibilities	Compare & contrast the rights of all family members				
	Analyze how academic & study skills form systems for learning				
	Evaluate purposes of taxes & how they support government				
	Compare & contrast consumer habits in other countries				
	Describe your responsibility-taking & enjoyment of producer rights				
Valuing & Decision Making	Describe & prioritize your values				
	Distinguish between alternatives involving varying degrees of risk				
	Analyze the consequences of decisions that others make				
Achievement Motivation	Evaluate importance of setting & striving toward realistic goals				
	Analyze a specific task you wish to accomplish				
Problem Solving	Use communications skills to help others				
	Analyze how your values, interests, & capabilities change				

Grade 10

KEY: ✓ : you have accomplished this step
W : you are still working on this step
☐ : this step does not apply at this time

Content Areas	YOU CAN:	QUARTERS 1	2	3	4
Self Understanding	Specify symptoms & warning signs of too much stress				
	Analyze how characteristics & abilities develop				
	Show how you manage your environment				
Interpersonal Relations	Communicate your understanding of what another person has said				
	Describe families different from yours; predict how you might feel in similar circumstances				
	Analyze differences & similarities between cooperation & competition				
	Explore how environment shapes/controls behavior; examine your responses to persons shaping behavior				
Expressing Ideas	Analyze use of expression skills in various settings				
	Assess the needs you have in asserting yourself				
Gathering & Processing Information	Compare how life styles differ as to life roles, settings & events				
	Predict your use of knowledge from school in future experiences				
	Analyze stereotypes held by others & how they can limit choices				
Rights & Responsibilities	Describe the interrelationship between family rights & responsibilities				
	Evaluate your learning skills; explain how they can be improved				
	Describe your rights & responsibilities as world citizens				
	Describe legal rights & responsibilities of consumers				
	Describe the legal rights & responsibilities of producers				
Valuing & Decision Making	Predict how your values will influence your life style				
	Analyze the decision-making process used by others				
	Identify decisions you have made; analyze how they will affect future decisions				
Achievement Motivation	Analyze how planning time contributes toward effective life roles				
	Use various methods of evaluating task progress & achievement				
Problem Solving	Predict methods you could use in caring for medical emergencies				
	Predict some concerns you may have as you get older				

Grade 11

KEY: ✓ : you have accomplished this step
W : you are still working on this step
— : this step does not apply at this time

Content Areas	YOU CAN:	QUARTERS 1	2	3	4
Self Understanding	Effectively reduce stress during tension-producing situations				
	Specify which characteristics and abilities you appreciate most				
	Assess how avoiding responsibility hinders the ability to manage self & environment				
Interpersonal Relations	Explain that the way you communicate influences others' reactions				
	Assess current family relationships; evaluate their effectiveness				
	Evaluate effectiveness of your friendship skills				
	Analyze the consequences of unacceptable behavior				
Expressing Ideas	Understand the relationship between self-respect & respect for others' opinions				
	Determine the losses, gains & risks of using assertive behavior				
Gathering & Processing Information	Determine how life roles, settings & events influenced your present life style				
	Discuss how compiling & integrating information occurs at all ages				
	Evaluate effects experience & information have on stereotypes				
Rights & Responsibilities	Describe results of parents & children not meeting responsibilities				
	Examine your responsibility-taking as a learner				
	Explain interactive effects of citizen rights & responsibilities				
	Evaluate your role as a consumer				
	Evaluate the importance of having laws & contracts for producers				
Valuing & Decision Making	Analyze how values affect decisions & actions in your life roles				
	Evaluate results of not using a systematic decision-making process				
	Evaluate your ability to generate alternatives, gather information, & assess consequences				
Achievement Motivation	Evaluate your ability to set, plan & achieve goals				
	Assess your ability to analyze, accomplish & evaluate tasks				
Problem Solving	Analyze how communications skills encourage problem-solving				
	Evaluate need for flexibility in your roles & choices				

Grade 12

KEY: ✓ : you have accomplished this step
W : you are still working on this step
☐ : this step does not apply at this time

Content Areas	YOU CAN:	QUARTERS 1	2	3	4
Self Understanding	Analyze skills contributing to satisfying physical & mental health				
	Appreciate your uniqueness & encourage that uniqueness				
	Assess how taking responsibility for feelings & behavior enhances your life				
Interpersonal Relations	Evaluate & improve current communications skills				
	Predict your future family & skills needed to relate effectively				
	Recognize the value of friendships in an interdependent society				
	Evaluate & improve the effectiveness of your behavior toward others				
Expressing Ideas	Evaluate the effectiveness of your methods of expression				
	Evaluate the effectiveness of your assertive behavior				
Gathering & Processing Information	Assess effects of life roles, settings & events on life styles				
	Evaluate methods of compiling & integrating information; explore future methods				
	Evaluate your stereotypes; explain those you have changed				
Rights & Responsibilities	Examine your responsibility-taking & its effects in the family				
	Evaluate how you continue to be a learner & utilize knowledge of rights & responsibilities				
	Evaluate your responsibility-taking as a citizen				
	Analyze how you as a consumer help support the economic system				
	Speculate your future producer rights and responsibilities				
Valuing & Decision Making	Summarize the importance of understanding attitudes, values & their effects on your life				
	Analyze examples of effective use of the decision-making process				
	Implement the decision-making process in your life roles				
Achievement Motivation	Assess for use in the future your ability to achieve past goals				
	Predict how task analysis & evaluation apply to goal achievement				
Problem Solving	Use appropriate resources to help self & others				
	Analyze how concerns change as situations & roles change				

Progress Report Cover (Fold at center)

PARENT/STUDENT COMMENTS

ADVISOR/COUNSELOR COMMENTS

DEVELOPMENTAL GUIDANCE PROGRESS REPORT

_____ SCHOOL DISTRICT

GRADE TWELVE

Student _____ Year _____

School _____ Advisor _____

Counselor _____ Principal _____

The guidance program assists students to develop the life skills that are necessary for successful and satisfying daily living. Its goals include helping students grow in the areas of self concept and relating effectively to others; assisting students to learn how to obtain knowledge about others and the world around them; providing for students an understanding of their rights and responsibilities in their major life roles; developing in students a consciousness of personal values and the values of others; and strengthening student's abilities in decision-making, achieving, and problem-solving.

OVERVIEW: GRADE LEVEL COMPETENCIES

Kindergarten - Twelfth Grade

KINDERGARTEN

SELF UNDERSTANDING

Students will describe ways they care for themselves.

Students will describe their appearance and their favorite activities.

Students will describe areas where they are self-sufficient.

INTERPERSONAL RELATIONS

Students will recognize that they listen to and speak with a variety of people.

Students will recognize their family relationships.

Students will describe their work and play relationships with others.

Students will recognize various interpersonal relationships in their lives.

EXPRESSING IDEAS

Students will recognize different expressions for various feelings.

Students will recognize situations when they desire to have their own way and situations when others feel they must have their way.

GATHERING AND PROCESSING INFORMATION

Students will describe their daily activities at home.

Students will describe those things they learn at home.

Students will mentally project adults into work activities other than those they do presently.

RIGHTS AND RESPONSIBILITIES

Students will describe what makes up a family.

Students will describe what learning is and how they are learners.

Students will describe those rules they follow at home and school and why those rules are necessary.

Students will describe the appropriate place of purchase for various items.

Students will describe the work activities of family members.

VALUING AND DECISION-MAKING

Students will describe people and activities they enjoy.

Students will describe choices they make.

Students will describe decisions they make by themselves.

ACHIEVEMENT MOTIVATION

Students will describe what job they desire to do when they "grow up."

Students will describe tasks they can accomplish at home.

PROBLEM-SOLVING

Students will describe situations when others do not communicate the same way they do.

Students will describe situations that are going to happen in the future.

FIRST GRADE

SELF UNDERSTANDING

Students will describe how they care for their physical health.

Students will recognize how others differ from themselves.

Students will describe responsibilities they have in their environment.

INTERPERSONAL RELATIONS

Students will describe those methods that enable them to speak so they can be understood by others.

Students will describe the roles of each family member.

Students will describe characteristics they like in a friend and be aware of their personality characteristics that make up friendship qualities.

Students will recognize that they affect things and others around them.

EXPRESSING IDEAS

Students will describe different ways they express their own feelings.

Students will recognize that the way they feel about something may be the same or different from how others feel.

GATHERING AND PROCESSING INFORMATION

Students will describe their daily activities at school.

Students will describe those things they learn at school.

Students will distinguish which activities in their environment are done by certain people.

RIGHTS AND RESPONSIBILITIES

Students will recognize that there are families around the world.

Students will recognize that learning occurs at all ages.

Students will recognize the town, state, and country in which they reside.

RIGHTS AND RESPONSIBILITIES (cont'd)

Students will understand why people use money in our economic system.

Students will describe different work activities and their importance.

VALUING AND DECISION-MAKING

Students will describe a variety of things that are important to them.

Students will recognize that everyone has to make choices.

Students will recognize which decisions are difficult for them.

ACHIEVEMENT MOTIVATION

Students will recognize that there are different ways for getting tasks accomplished.

Students will describe tasks they can accomplish at school.

PROBLEM-SOLVING

Students will describe ways they communicate empathy and understanding to others.

Students will realize how they have changed during the past year.

SECOND GRADE

SELF UNDERSTANDING

Students will describe how they care for their mental health.

Students will recognize activities that interest them and those that do not.

Students will give such examples of their environment as their address and the way from school to home.

INTERPERSONAL RELATIONS

Students will describe those listening and speaking skills that allow them to understand others and others to understand them.

Students will describe activities they participate in as a family.

Students will describe the process of making a friend.

Students will describe how the actions of others affect their own behavior.

EXPRESSING IDEAS

Students will determine the appropriate situations for expressing different feelings.

Students will describe ways to express opinions so that they are understood by others.

GATHERING AND PROCESSING INFORMATION

Students will describe necessary daily activities that are carried out by others.

Students will relate learning experiences at school to situations in the home.

Students will define the meaning of stereotype.

RIGHTS AND RESPONSIBILITIES

Students will understand that all family members contribute toward family life.

Students will describe where they learn.

Students will describe what a citizen is and how persons become citizens.

RIGHTS AND RESPONSIBILITIES (cont'd)

Students will understand what a consumer is and how they are consumers.

Students will define "work" and recognize that all people work.

VALUING AND DECISION-MAKING

Students will recognize that what is important to them may not be important to others.

Students will describe those things they have learned which aid in making choices.

Students will recognize why some choices are made for them; they can accept those choices and make their own decisions when appropriate.

ACHIEVEMENT MOTIVATION

Students will describe a work activity they have to do and the way they get that activity done.

Students will describe tasks that are carried out by self and others and purposes of those tasks.

PROBLEM-SOLVING

Students will describe situations in which they need help from others.

Students will define what "future" means and describe situations they desire to happen in the future.

THIRD GRADE

SELF UNDERSTANDING

Students will describe how exercise and nutrition affect their mental health.

Students will realize that environment influences interests and capabilities.

Students will describe situations where they have some control over themselves.

INTERPERSONAL RELATIONS

Students will describe ways in which we communicate non-verbally to others.

Students will define what "family" means.

Students will describe the process of making and keeping a friend.

Students will recognize the actions they take that affect others' feelings.

EXPRESSING IDEAS

Students will describe ways others express thoughts and feelings to them.

Students will describe opinions that they feel strongly about.

GATHERING AND PROCESSING INFORMATION

Students will recognize that people have varying roles and will describe their own roles.

Students will describe those things they learn in the community as citizens and consumers.

Students will describe stereotypes that correspond to certain jobs.

RIGHTS AND RESPONSIBILITIES

Students will recognize that there are different kinds of families.

Students will describe the basic methods of learning.

Students will describe reasons why a country needs laws and governments.

RIGHTS AND RESPONSIBILITIES (cont'd)

Students will describe how to use money correctly when paying for something.

Students will recognize that a producer can have many different roles.

VALUING AND DECISION-MAKING

Students will describe how what is important to others influences what is important to them.

Students will describe their thought processes before a decision is made.

Students will describe why they might want to change a decision and recognize when it is or is not possible to make that change.

ACHIEVEMENT MOTIVATION

Students will describe the trial-and-error approach to a task.

Students will describe ways they judge if they have satisfactorily accomplished their tasks.

PROBLEM-SOLVING

Students will describe those activities in which others need their help.

Students will describe how life roles have changed and will change as they grow older.

RIGHTS AND RESPONSIBILITIES (cont'd)

Students will discuss why the ability to determine need or priority is a significant consumer skill.

Students will recognize how they depend on different producers.

VALUING AND DECISION-MAKING

Students will define "values" and describe their own values.

Students will describe the decision-making process.

Students will describe how their lives have been influenced by decisions they and others have made.

ACHIEVEMENT MOTIVATION

Students will describe the planning process and compare it to the trial-and-error approach.

Students will describe steps they follow in producing a product or task they take pride in.

PROBLEM-SOLVING

Students will discuss various methods of relieving stress associated with problems.

Students will describe how interests and capabilities can change.

FIFTH GRADE

SELF UNDERSTANDING

Students will determine those situations in which they feel unhappy or angry and how they deal with those feelings.

Students will specify those personal characteristics and abilities that they value in themselves and others.

Students will analyze how growing up requires more self-control.

INTERPERSONAL RELATIONS

Students will recognize when they and others feel proud of their accomplishments and exhibit acknowledgment of that pride.

Students will describe their relationships with family members.

Students will indicate methods that lead to effective cooperation with children and adults.

Students will compare the results of their behavior upon others of different ages.

EXPRESSING IDEAS

Students will discuss that all people have opinions and beliefs.

Students will determine the appropriate use of assertive behavior in individual and group situations and predict some consequences of that assertive behavior.

GATHERING AND PROCESSING INFORMATION

Students will recognize what a life style is and what influences their own life style.

Students will explore the various ways information is compiled so people can use it.

Students will indicate reasons why stereotypes are attached to jobs and groups.

RIGHTS AND RESPONSIBILITIES

Students will recognize that both parents and children have rights as well as responsibilities.

Students will describe the responsibilities involved for a learner.

RIGHTS AND RESPONSIBILITIES (cont'd)

Students will recognize that citizens are required to pay taxes to support city, state, and national governments.

Students will discuss why the ability to compare and to determine quality are important skills for consumers.

Students will realize that producers obtain rewards for their work.

VALUING AND DECISION-MAKING

Students will describe how their values influence what they do.

Students will describe the necessity of specifically identifying the decision to be made.

Students will identify a major decision to be made and determine the smaller decisions required as part of the larger decision.

ACHIEVEMENT MOTIVATION

Students will define the meaning of "goal" and describe some goals they have achieved.

Students will describe task analysis and how it contributes toward task accomplishment.

PROBLEM-SOLVING

Students will describe resources that are available to help solve problems.

Students will imagine what their lives might be like in the future.

SIXTH GRADE

SELF UNDERSTANDING

Students will understand what "stress" means and will describe methods of relaxation for handling stress.

Students will compare their characteristics and abilities with others and will accept the differences.

Students will understand how they can control desires rather than to allow desires to control them.

INTERPERSONAL RELATIONS

Students will discuss how communications skills improve their relationships with others.

Students will recognize situations that cause change in family relationships and describe ways to deal effectively with the new relationships.

Students will recognize the results of cooperativeness and the results of competitiveness.

Students will describe ways peers and adults interact.

EXPRESSING IDEAS

Students will describe the various methods of expressing opinions and beliefs.

Students will develop relaxation techniques to prepare themselves for situations requiring assertive behavior.

GATHERING AND PROCESSING INFORMATION

Students will analyze ways they have control over themselves and their lifestyles.

Students will analyze their own skills in compiling and integrating information.

Students will evaluate the ways certain groups (men, women, minorities, etc.) are stereotyped.

RIGHTS AND RESPONSIBILITIES

Students will describe the legal rights and responsibilities of family members.

Students will describe the rights involved for a learner.

Students will describe how the government uses tax money.

RIGHTS AND RESPONSIBILITIES (cont'd)

Students will discuss the influence that advertising has on consumers.

Students will analyze the relationship between interests and producer-satisfaction.

VALUING AND DECISION-MAKING

Students will define "attitudes" and "beliefs" and describe the effects attitudes and beliefs have on their decisions and goals.

Students will discuss how gaining more information increases their alternatives.

Students will generate and increase the alternatives to a specific decision by gaining more information about that decision.

ACHIEVEMENT MOTIVATION

Students will predict five goals they would like to achieve within five years.

Students will describe methods of evaluating progress and how they contribute toward task accomplishment.

PROBLEM-SOLVING

Students will analyze when to ask for help.

Students will predict what the world will be like in twenty years.

SEVENTH GRADE

SELF UNDERSTANDING

Students will distinguish between things helpful and things harmful to physical health.

Students will analyze how their characteristics and abilities can be expanded.

Students will evaluate the relationship between mass media and self-control.

INTERPERSONAL RELATIONS

Students will explain how communications skills contribute toward work within a group.

Students will analyze the importance of effective family relationships and the beliefs and skills that contribute toward those relationships.

Students will evaluate those behaviors that help or hinder group cooperation and effectiveness.

Students will evaluate ways peers and adults interact with each other in relation to the goals of behavior.

EXPRESSING IDEAS

Students will demonstrate skills necessary to express their opinions and beliefs in written form.

Students will describe some of the emotional blocks to assertive behavior.

GATHERING AND PROCESSING INFORMATION

Students will evaluate their feelings in a variety of settings.

Students will relate their learning at school to their leisure activities.

Students will analyze the effects information can have on stereotypes.

RIGHTS AND RESPONSIBILITIES

Students will describe the importance and benefits of understanding their family rights and responsibilities.

Students will analyze the school as a learning environment and describe its effects on them.

RIGHTS AND RESPONSIBILITIES (cont'd)

Students will describe the legal rights and responsibilities they have as citizens of their towns and state.

Students will analyze their families' spending patterns.

Students will describe general rights and responsibilities of producers.

VALUING AND DECISION-MAKING

Students will compare and contrast others' values.

Students will describe the importance of examining their values and opinions when making a decision.

Students will describe decisions they have made that were based on their values and opinions.

ACHIEVEMENT MOTIVATION

Students will describe ways they have seen others use planning, the trial-and-error approach, and goal-setting.

Students will describe methods and effects of evaluating achievement.

PROBLEM-SOLVING

Students will explore the problem-solving process and how listening and talking help to solve problems.

Students will predict ways in which some present careers may be different in the future.

EIGHTH GRADE

SELF UNDERSTANDING

Students will distinguish between things helpful and things harmful to mental health.

Students will analyze how personal characteristics and abilities and interests relate to job fields.

Students will analyze how the determination of problem ownership helps them to better manage themselves and their environment.

INTERPERSONAL RELATIONS

Students will analyze effective public speaking methods and skills.

Students will describe a family meeting and explain how it can be helpful in establishing effective family relations.

Students will evaluate the importance of friendships with peers and adults.

Students will describe situations where their behaviors affect others' behavior toward them.

EXPRESSING IDEAS

Students will examine their own methods of expressing opinions and beliefs.

Students will describe non-assertive and aggressive behaviors and the problems produced by these behaviors.

GATHERING AND PROCESSING INFORMATION

Students will predict their feelings in a variety of potential settings.

Students will relate their learning at school to their activities in the community as citizens and consumers.

Students will describe occupations that have stereotypes existing for them and will analyze how those stereotypes are reinforced.

RIGHTS AND RESPONSIBILITIES

Students will compare and contrast the responsibilities of all family members.

Students will describe their personal learning and study skills as a means of meeting learner responsibilities.

RIGHTS AND RESPONSIBILITIES (cont'd)

Students will describe the legal rights and responsibilities they have as U.S. citizens.

Students will determine those abilities which comprise an effective consumer.

Students will analyze how producers may have to cooperate with each other to accomplish a large or difficult task.

VALUING AND DECISION-MAKING

Students will analyze the effects of people having different beliefs and values.

Students will analyze the importance of the concepts of generating alternatives and assessing the consequences of each before making a decision.

Students will consider the consequences and risks involved for various alternatives to a specific decision.

ACHIEVEMENT MOTIVATION

Students will contrast goals they desire to complete with goals they expect to complete.

Students will examine the process and sequence of task accomplishment.

PROBLEM-SOLVING

Students will evaluate their limitations in helping others and themselves.

Students will predict how they may have to change to fit into a career in the future.

NINTH GRADE

SELF UNDERSTANDING

Students will indicate the effects their leisure time activities have on their physical and mental health.

Students will define their unique values, interests and capabilities.

Students will evaluate how responsibility helps them manage their lives.

INTERPERSONAL RELATIONS

Students will communicate appreciation when others successfully complete a difficult task.

Students will describe how the concept of family constellations might apply to them.

Students will evaluate the importance and effects of group friendships.

Students will describe ways they can act to provoke a desired behavior in another person.

EXPRESSING IDEAS

Students will analyze situations when a written expression of opinions and beliefs is an effective means of influencing others.

Students will analyze the four types of assertiveness styles.

GATHERING AND PROCESSING INFORMATION

Students will analyze how life roles, settings, and events determine preferred life styles.

Students will relate their learning and study skills to their work activities.

Students will analyze stereotypes that exist for them and how those stereotypes limit their choices.

RIGHTS AND RESPONSIBILITIES

Students will compare and contrast the rights of all family members.

Students will analyze how their academic and study skills form systems which apply to the learning of different subjects.

RIGHTS AND RESPONSIBILITIES (cont'd)

Students will evaluate the purposes of taxes and how they support the government.

Students will compare and contrast varying consumer habits in other countries.

Students will describe their present taking of responsibility and enjoyment of producer rights.

VALUING AND DECISION-MAKING

Students will describe and prioritize their values.

Students will describe the importance of reviewing the consequences of similar past decisions before making their final choice in the decision-making process.

Students will identify past decisions and analyze how those decisions affect their present decisions and will affect their future decisions.

ACHIEVEMENT MOTIVATION

Students will evaluate the importance of setting realistic goals and striving toward them.

Students will analyze a specific task they wish to accomplish.

PROBLEM-SOLVING

Students will use communications skills to help others.

Students will analyze how their values, interests, and capabilities have changed and are changing.

TENTH GRADE

SELF UNDERSTANDING

Students will specify symptoms and warning signs of too much stress and tension.

Students will analyze how characteristics and abilities develop.

Students will show how they manage their environment.

INTERPERSONAL RELATIONS

Students will communicate their understanding of what another person has said.

Students will describe families that are different from their own and predict how they might feel in that set of relationships.

Students will analyze the differences and similarities between cooperation and competition.

Students will explore ways that the environment shapes or controls their behavior and how they respond to those in the environment who are shaping their behaviors.

EXPRESSING IDEAS

Students will analyze how to use skills of expression in a variety of settings.

Students will assess the needs they have in asserting themselves.

GATHERING AND PROCESSING INFORMATION

Students will compare how life styles differ depending on life roles, settings, and events.

Students will predict how they will use knowledge from school in future life and work experiences.

Students will analyze stereotypes held by others and how those stereotypes can limit choices.

RIGHTS AND RESPONSIBILITIES

Students will describe the interrelationship between family rights and family responsibilities.

Students will evaluate personal academic and study skills and explain how they can be improved.

Students will describe their rights and responsibilities as world citizens.

RIGHTS AND RESPONSIBILITIES (cont'd)

Students will describe the legal rights and responsibilities of consumers.

Students will describe the legal rights and responsibilities of producers.

VALUING AND DECISION-MAKING

Students will predict how their values will influence their life styles.

Students will analyze the decision-making process used by others.

Students will analyze the consequences of decisions that others make.

ACHIEVEMENT MOTIVATION

Students will analyze how planning the use of their time contributes toward their effectiveness in their life roles.

Students will use a variety of methods to evaluate progress and achievement of a specific task.

PROBLEM-SOLVING

Students will predict methods they may use in caring for medical emergencies.

Students will predict some of the concerns they may have as they get older.

ELEVENTH GRADE

SELF UNDERSTANDING

Students will effectively reduce their stress during tension-producing situations.

Students will specify which characteristics and abilities they appreciate most in themselves and others.

Students will assess how avoiding responsibility hinders their ability to manage themselves and their environment effectively.

INTERPERSONAL RELATIONS

Students will explain that the way they communicate a thought or idea influences others' reactions to that thought or idea.

Students will assess their current family relationships and evaluate their effectiveness.

Students will evaluate the effectiveness of their own friendship skills.

Students will analyze the cycle of consequences that might occur as the result of unacceptable behavior.

EXPRESSING IDEAS

Students will understand the relationship between self-respect and respect for others' opinions in group situations.

Students will determine the losses and gains possible from using assertive behavior in various situations and decide if the risks and consequences warrant that system of behavior.

GATHERING AND PROCESSING INFORMATION

Students will determine how life roles, settings, and events have influenced their present life styles.

Students will discuss how the compiling and integrating of information occurs throughout life.

Students will evaluate the effects additional experience and information have had on those stereotypes in their lives.

RIGHTS AND RESPONSIBILITIES

Students will describe the results when responsibilities are not met by parents and children.

Students will examine their taking of responsibility in their roles as learners.

Students will explain the interactive effects of citizen rights and citizen responsibilities.

Students will evaluate their roles as consumers.

Students will evaluate the importance of having laws and contracts to protect producers.

VALUING AND DECISION-MAKING

Students will analyze how values affect their decisions and actions in their various life roles.

Students will evaluate the results when a systematic decision-making process is not used.

Students will provide examples and evaluate their present ability to generate alternatives, gather information, and assess the consequences in the decision they make.

ACHIEVEMENT MOTIVATION

Students will evaluate their ability to set goals and their use of the planning process in helping to achieve those goals.

Students will assess their present ability to analyze, accomplish, and evaluate tasks.

PROBLEM-SOLVING

Students will analyze how their communications skills encourage problem-solving.

Students will evaluate the need for flexibility in their roles and choices.

TWELFTH GRADE

SELF UNDERSTANDING

Students will analyze their own personal skills that have contributed to satisfactory physical and mental health.

Students will appreciate their uniqueness and encourage that uniqueness.

Students will assess how taking responsibility enhances their lives.

INTERPERSONAL RELATIONS

Students will evaluate their current communications skills and will continually improve those skills.

Students will predict the type of families they might have in the future and how they might develop skills to relate effectively within those settings.

Students will recognize the value of maintaining effective friendships throughout life in today's interdependent society.

Students will evaluate their behavior toward others and decide which are effective in interpersonal relationships and which need improvement.

EXPRESSING IDEAS

Students will evaluate the effectiveness of their own methods of expression in their daily lives.

Students will evaluate the effectiveness of their assertive behavior.

GATHERING AND PROCESSING INFORMATION

Students will assess the interactive effects of life roles, settings, and events and how these lead to a preferred life style.

Students will evaluate their methods of compiling and integrating information and explore future methods of compiling information.

Students will evaluate their stereotypes and explain those they have changed.

RIGHTS AND RESPONSIBILITIES

Students will examine their own taking of responsibility within the family and its effects on self and others.

Students will evaluate how they continue to be learners and how they utilize the knowledge of their rights and responsibilities as learners.

Students will evaluate their taking of responsibility as citizens of their towns, state, and country.

Students will analyze how they, as consumers, help to support our economic system.

Students will speculate what their rights and responsibilities might be as producers in the future.

VALUING AND DECISION-MAKING

Students will summarize the importance of understanding their attitudes and values and how those attitudes and values affect their lives.

Students will analyze how the decision-making process can be used effectively by themselves and others.

Students will implement the decision-making process when making decisions in their various life roles.

ACHIEVEMENT MOTIVATION

Students will assess their ability to achieve past goals and integrate this knowledge for the future.

Students will predict how task analysis and evaluation may apply to their achievement of future goals.

PROBLEM-SOLVING

Students will use appropriate resources to help themselves and others.

Students will analyze how concerns change as situations and roles change.

APPENDIX

Summary: Georgia Comprehensive Guidance Curriculum Structure

*Taken from Program Planning Guide, Georgia Comprehensive Guidance, "Part Three: Georgia Comprehensive Guidance Model," Georgia State Department of Education, Atlanta, Georgia.

One of the assumptions upon which the developmental guidance program is built is that there is guidance content that all students should learn in a systematic, sequential way. This means counselor involvement in the curriculum; it means a guidance curriculum.

To establish a curriculum for guidance, it is first necessary to identify those areas of human growth and development which could form a base for guidance from which content could be drawn. Career development theory and research is suggestive of such areas, as is the work of psychologists who have delineated developmental tasks. So, too, is the work of individuals who emphasize psychological, moral, process, and values education.

Curriculum specialists and guidance workers in Georgia have been examining guidance content for some time. The career development movement has influenced curriculum change, and its subsequent association with career guidance forced attention to be given to curriculum associated processes. While career guidance may not represent the total guidance content responsibility, there is a great deal of overlap. This overlap is especially noticeable when a broad, encompassing career development viewpoint is fostered. Such a perspective has been dominant in the state of Georgia. The fourth grade Criterion Reference Test (CRT) in the area of career development exemplifies this fact. The twenty objectives on which the items were based are representative of what many counselors would identify as career guidance. The Comprehensive Career Guidance Projects initiated by the Guidance Unit in the Georgia Department of Education have extended the career guidance perspective to be almost synonymous with a comprehensive guidance curriculum. The twenty CRT objectives plus an additional ten objectives were used as a framework for a suggested career guidance curriculum for Georiga's elementary schools. These thirty objectives were organized under three domains of Interpersonal Effectiveness, Work and Life Skills, and Life Career Planning. Needs assessment studies carried through the University of Georgia (Dagley & Hartley, 1975) suggested elements of this career guidance model. These three

domains are closely related to the three common themes which emerged from a review of the work of career development theorists, researchers, and practitioners. Most stress the need for attention to self-concept development--knowledge of self as well as the development of interpersonal skills. Another theme that is common is the concern for assisting individual to understand the decision making process and to develop decision making skills. Finally, a third common theme is the need for individuals to gain an understanding of current and potential life roles, settings, and events. Some theorists use the term "personal learnings"; learnings which stress developing of a self identity and of answering questions dealing with self in terms of who, where, and when. They pointed out that the facilitation of these learnings in individuals is the second major purpose of education (the other being social learnings) and that these personal learnings form the basis for a developmental counseling program.

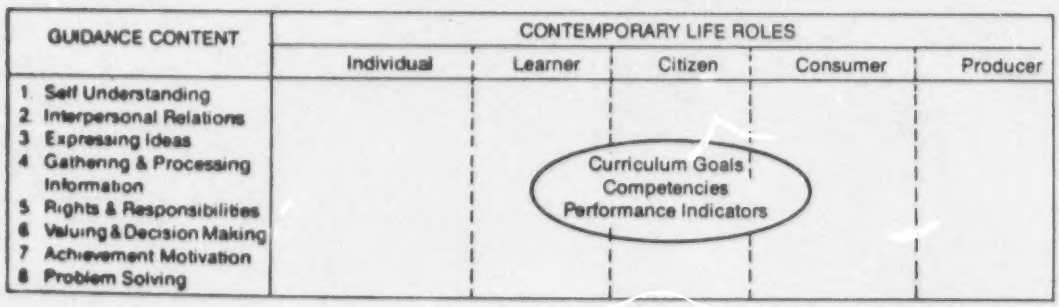
The organization of a guidance curriculum in Georgia was well on its way when the competency based education movement was introduced into school planning by the Georgia State Board of Education (197[illegible] 1978). The legislation related to graduation requirements based on contemporary life role skills had significant impact on all curricular developments within the State. Guidance curriculum under development by the Department of Education Guidance Section was then challenged to be assimilated within the competency based, contemporary life role skills prespective. The Guidance Section responded to this need by modifying and extending guidance curriculum models already containing elements of competency based education and contemporary life role skills outcomes (See Figure 1, p. 198).

Guidance program planners should utilize a competency based approach for the following reasons:

- Students will have a greater amount of specific information regarding what capabilities are represented by guidance curriculum acquisition. Students can recognize the substance of the program.

- Parents will have more information regarding student progress. Parents have expressed curiosity and concern regarding what a guidance curriculum is. Now they will know what their youngsters actually know and can do. Although competency acquisition does not tell the whole story it will have the effect of increasing community understanding of the nature of the local district's guidance program.
- Those assigned to counseling and advising students will have access to more information which will be helpful in personalizing the guidance process.
- The act of dealing with, recording and reporting competencies will act as a reminder to teachers regarding what students have and have not accomplished. This will aid the teacher and student in setting class, group, or individual learning priorities. Pupils' continuous progress can be monitored.
- As guidance staff re-examine their activities and course offerings, more data can be made available regarding student progress in the current program. Curriculum revision can be justified.
- Administrators will have access to more information that will enable them to better explain to the community the various activities of the school's guidance program.

Figure 1
Georgia Comprehensive Guidance Curriculum



Guidance Curriculum Structure - Level 1: Content Areas/Goals. There are eight principal processes and skills addressed by this guidance curriculum. The justification for these eight areas was highlighted in Part I.* The guidance curriculum *content areas* are utilized in the five major contemporary life roles (individual, learner, citizen, consumer, and producer) as suggested by the Georgia State Department of Education. The process of interrelating these eight major content areas with the contemporaroy life roles comes in the first detail level--that of establishing *goals*. This guidance curriculum deals with a total of twenty-four (24) goals. Following is a short description of the content areas and a listing of the goals under each area.

Self Understanding. The first content area emphasized the development of individuals of self-appraisal and self-improvement. Individuals involved in this area should become more aware of personal characteristics (i.e., aptitudes, interests, goals, abilities, values, physical traits) and the influence these characteristics may have on the persons they are and can become and on the environment around them.

Goals:

1. Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.

2. Students will develop and incorporate an understanding of the uniqueness of themselves and others.

3. Students will develop and incorporate an understanding of how they are able to effectively manage themselves and their environment.

Interpersonal Relations. This area deals with skills that allow individuals to develop more personal and caring relationships with "significant others" in their lives. Individuals will also explore the impact of their actions and reactions upon others and thus their relationships.

*Part I refers to Part I in the Program Planning Guide, Georgia Comprehensive Guidance, Georgia State Department of Education, Atlanta, Georgia.

Goals:

1. Students will develop and incorporate those listening and speaking skills which allow them to communicate in their daily lives.

2. Students will develop and incorporate skills that encourage and enhance relationships with their families.

3. Students will develop and incorporate the ability to maintain effective relationships with peers and adults.

4. Students will develop and incorporate an understanding of reciprocal behavior and how actions have effects on others.

Expressing Ideas. Encouraging individuals to develop skills in listening, speaking, reading, and writing and how such skills can be used both effectively and appropriately becomes the focal point of this content area.

Goals:

1. Students will develop and incorporate an understanding of various methods of expression in their daily lives.

2. Students will develop and incorporate skill in assertively and appropriately expressing themselves in their daily lives.

Gathering and Processing Information. Because individuals over their lifetimes will be assuming a number of roles, functioning in a variety of settings, and experiencing many events, learning in this area emphasized their understanding of the roles, settings, and events which interrelate to form their life careers. It is important that these learnings are not based on stereotypes, but that individuals know how to gather and assimilate accurate, useful information that pertains to their roles, settings, and events.

Goals:

1. Students will develop and incorporate an understanding of the interactive effects of life styles, life roles, settings, and events.
2. Students will develop and incorporate the ability to compile and integrate information for use in their lives.
3. Students will develop and incorporate an understanding of stereotypes and the effects of information on stereotypes.

Rights and Responsibilities. Each of the contemporary life roles have certain rights and responsibilities that individuals must deal with. This content area attends to a person's moral rights and responsibilities as well as legal rights and responsibilities.

Goals:

1. Students will develop and incorporate an understanding of the rights and responsibilities of family members.
2. Students will develop and incorporate an understanding of the rights and responsibilities of the learner.
3. Students will develop and incorporate an understanding of the rights and responsibilities of the citizen.
4. Students will develop and incorporate an understanding of the rights and responsibilities of the consumer.
5. Students will develop and incorporate an understanding of the rights and responsibilities of the producer.

Valuing and Decision Making. Mastery of decision-making skills and the application of these skills to life career planning are central learnings within this area. A preliminary task to effective decision making is the clarification of personal values. The degree of congruence between what individuals value and the outcomes of decisions individuals make, contribute to personal satisfaction.

Goals:

1. Students will develop and incorporate an understanding of how values affect their lives.
2. Students will develop and incorporate an understanding of the decision making process.

3. Students will develop and incorporate the ability to implement the decision making processes and to understand the effects of past decisions on their present decisions.

Achievement Motivation. This content area encourages individuals to develop a commitment to planning, preparation, accomplishment, and evaluation; an ability to defer short term gratification for long term goals; and an ability to choose among a multiplicity of educational and occupational options.

Goals:

1. Students will develop and incorporate skill in planning and setting goals.
2. Students will develop and incorporate the ability to analyze, accomplish, and evaluate tasks.

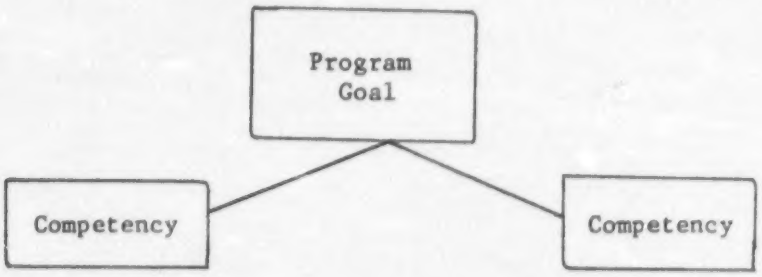
Problem Solving. For individuals to feel self satisfaction in the different areas of their lives, they must know how to deal with their problems, when and where to seek help, and their limitations, and abilities to help others. This content area focuses on such knowledge, understandings, and skills as well as creating in individuals a willingness to be flexible when adaptability or change is demanded of them.

Goals:

1. Students will develop and incorporate an understanding of the problem solving process and how they may implement the process to help themselves and others.
2. Students will develop and incorporate the ability to anticipate and cope with change.

Guidance Curriculum Structure - Level 2: Goals/Competencies. The second detail level of the guidance curriculum is expressed in the form of *competencies*. Each of the previously mentioned twenty-four goals has been divided into thirteen competency statements: one for each grade level, kindergarten through twelfth grade. The competencies represent both different elements of the goal and different developmental steps necessary for goal attainment. The following diagram illustrates this relationship:

Content Area/Contemporary Life Role(s)



The competencies at each grade level are part of the continuous progress toward goal attainment. Developmental objectives were created to summarize and monitor progress toward goal attainment. These developmental objectives were based on the taxonomy developed by Wellman and Moore (1975). Following is an example from the Self Understanding content area; Goal A, which demonstrates the relationship between developmental objectives and competencies:

Content Area: Self Understanding *Goal:* Students will develop and incorporate personal care skills that will lead to satisfactory physical and mental health.

Developmental Objective: Students will be aware of personal care skills necessary for satisfactory physical and mental health.

Kindergarten Competency: Students will describe ways they care for themselves.

First Grade Competency: Students will describe ways they care for their physical health.

Developmental Objective: Students will demonstrate personal care skills that will lead to satisfactory physical and mental health.

Seventh Grade Competency: Students will distinguish between things helpful and things harmful to physical health.

Eighth Grade Competency: Students will distinguish between things helpful and things harmful to mental health.

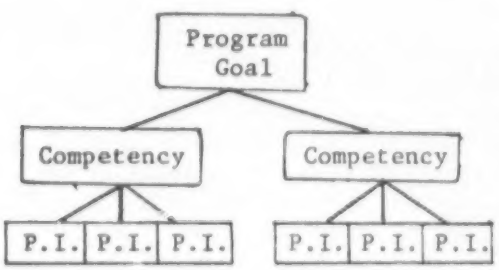
Developmental Objective: Students will demonstrate satisfactory physical and mental health.

Tenth Grade Competency: Students will specify symptoms and warning signs of too much stress and tension.

Eleventh Grade Competency: Students will effectively reduce their stress during tension-producing situations.

Guidance Curriculum Structure-Level 3: Competencies/Performance Indicators. Competency achievement is verified by identifying specific behaviors that students perform relative to competency development. In this curriculum these specific behaviors have been termed *performance indicators.* Three performance indicators have been suggested for the majority of the competencies. The diagram below illustrates this relationship:

Content Area/Contemporary Life Role(s)



Only recently have guidance competencies been identified and analyzed in sufficient detail to allow us to use this evaluation process. Therefore, the level of performance must be established for each guidance curriculum competency. The standards may be quite arbitrary at first until experience provides school districts with sufficient data to base their expectations. The interaction effects between program interventions and evaluation feedback could be extensive and would make what normative data we do have look somewhat depressed. Our expectations for each developmental level would increase as students experience the cumulative effect of a guidance curriculum.

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Content: Those processes and skills relevant to the guidance area.
Total: 8 guidance content areas.

Role(s): Contemporary life roles as suggested by the Georgia State Department of Education.
Total: 5 life roles

Goal: Those major themes students should incorporate in their lives by the end of their public school experience. Each goal relates to one content area and one to five life roles.
Total: 24 Goals

Objective: The developmental sequence students must go through to incoporate these goals in their lives.
Total: 3 developmental objectives per goal

Grade	*Competency*	*Performance Indicators*	*Suggested Performance Levels*
Kindergarten through twelfth grade are included under each goal.	General behavioral steps which suggest student's competency in progressing through the developmental process of incorporating these goals.	More specific terms which indicate those behaviors students should accomplish in order to reach the corresponding competency and ultimately the goal.	Those suggested specific steps, examples, or explanations which students might express or demonstrate to signify they have reached the corresponding competency level.